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ABSTRACT

The purpose of the project was to develop an intensive reading remediation program to increase the reading levels of a targeted group of 20 fourth and fifth grade students by two or more grade levels. An afterschool training program was also developed to improve a targeted group of teachers' skills in teaching reading and to increase their basic knowledge of reading techniques. The proposed objectives for the first target group consisting of 20 students to increase their instructional and independent reading levels by two or more grade levels; increase their recognition of the phonograms; and demonstrate improved behavior at school by 20%. For the second target group, the objective was to increase their skill level in teaching reading and basic knowledge of reading techniques. For the first target group, strategies included a one-on-one intensive remedial reading program that stressed reading strategies. Levels of success for the target group of students were measured by a pre- and post-test of their basic phonics knowledge and instructional reading level. For the second target group of teachers, training emphasized a balanced literacy program, i.e. guided reading, shared reading, independent reading and phonemic awareness. Levels of success were measured by a pre- and post-needs assessment survey. Four out of the five objectives were met by the target group of students. In addition, the program objective was met with the target group of teachers. Contains 31 references; appendixes contain survey and evaluation instruments, handouts, workshop schedules and forms, and bar graphs. (RS)

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ED 432 721

INCREASING THE READING LEVEL OF LOW ACHIEVING 4TH AND 5TH GRADE STUDENTS

by

JoAnn S. Redden

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A Final Report submitted to the faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Educational Specialist.

An abstract of this report may be placed in the University Database system for reference.

May 18, 1999

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Abstract

Increasing the Reading Level of low 4th and 5th Grade Students
Redden, JoAnn S., 1999. Practicum Report, Nova Southeastern University Fischler Center for the Advancement of Education
Descriptors: Low Achievers/At-Risk Students/Low Achieving Intermediate Students/Reading Difficulties/Academic Failures/Potential Dropouts/Social Failures/Dropout Prevention

The purpose of the project was to develop an intensive reading remediation program to increase the reading levels of a targeted group of (20) 4th and 5th grade students by two or more grade levels. In addition, an afterschool training program was also developed to improve a targeted group of teachers' skill level of teaching reading and increase their basic knowledge of reading techniques.

The proposed objectives for the first target group were twenty students to increase their instructional and independent reading levels by two or more grade levels; increase their recognition of the phonograms; and demonstrate improved behavior at school by 20%. For the second target group, the objective was to increase their skill level in teaching reading and basic knowledge of reading techniques. For the first target group, strategies included a one-on-one intensive remedial reading program that stressed reading strategies. Levels of success for the target group of students were measured by a pre and post test of their basic phonics' knowledge and instructional reading level. For the second target group of teachers, training emphasized a balanced literacy program, i.e. guided reading, shared reading, independent reading and phonemic awareness. Levels of success were measured by a pre and post needs assessment survey that was used to establish the participants' perceptions of their skill levels in teaching reading and their basic knowledge of reading techniques.

Four out of the five objectives were met by the target group of students improving significantly. In addition, the program objective was met with the target group of teachers improving in dramatically in all areas of reading. Appendixes include all surveys, tests, and forms used in evaluation, workshop agenda, and bar graphs for the individual participants.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of others in the field and in the hope that my own work, presented here, will earn similar respect.

JoAnn A. Redden

student's signature

Document Release

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PROJECT VERIFICATION FORM

Dear Mentor

Practicum students in Nova Southeastern University's GTEP programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described On this sheet please write a brief overview attesting to your knowledge of the project activity reported in the accompanying document Note that you are not asked to evaluate or make judgements about the quality of the project on this page

Practicum title Increasing the Reading Level of Low Achieving 4th and 5th Grade Students

Student's name JoAnn S. Redden Completion date May 18, 1999

Project site Clair-Mel Elementary

Mentor's name Shirley Sanchez
print *signature*

Mentor's position at the site Assistant Principal Phone # 744-8080

Comment on impact of the project (handwritten)

The remediation training and the teacher workshops impacted our students significantly. Several 4th and 5th grade students would have been retained this year had it not been for the intensive 1 on 1 remediation training. Students who we felt could not learn to read actually progressed beyond our expectations. In addition, the teachers of these students gained dramatic insight into how and why we teach a balanced literacy program.

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Chapter I

Purpose

This practicum sought to identify a target group of 4th and 5th grade students who are critically low in reading and provide them with two-hours of intensive remedial instruction daily. The elementary school referred to in this practicum was built in 1968 on a six acre parcel of land donated by the developers of the community. The school was built for an enrollment of 500 students. The school was a large urban elementary school in a major southern state with the enrollment of 785 students enrolled in grades kindergarten through five. A variety of exceptional education programs, multi-grade classes, Headstart and a Pre-kindergarten class are a part of the school's enrollment. The classrooms in kindergarten had a pupil teacher ratio of 28:1 with each class having a full-time paraprofessional assisting the teacher. Grades one through three had a ratio of 25:1 The ratio for grades four and five was 30:1. The student population was 52% black, 23% white, 24% Hispanic and 1% Asian. The number of students participating in the free and reduced priced lunch program was 87%.

During this time, five percent of the students at the school were in the resource program for Specific Learning Disabilities (SLD), and two percent were in the full-time programs for Language Impaired (LI), and Educable Mentally Handicapped (EMH). Thirty students were retained for the 1997-1998 school year with the majority of the retentions occurring in the benchmark grades of second, fourth and fifth.

The faculty and staff were comprised of 1 principal, 1 assistant principal, 1 lead teacher, 48 classroom teachers, 1 media specialist, 19 paraprofessionals, 3 secretaries, 1 data processing clerk, 1 health aide, 1 part-time nurse, 1 guidance counselor, 1 full-time social worker, 1 full-time psychologist, 5 custodians, and 8 cafeteria workers. The 48 instructional personnel base consisted of a combination of experience levels varying from one year to well over twenty years.

The writer, an elementary principal, had been in the educational system for 15 years. Seven of those years were spent in the classroom in grades first, second, third and fifth. In addition, the writer spent six years as an assistant principal and two years as the principal of this school. The community of predominantly low-income families in which the elementary school was located had been the center of frequent drug activity, gang violence, and racial tension which has resulted in the death of several students. The back of the school and the playground was adjacent to a large junior high school. The federal government recognized the school as an at-risk school. The school was one of 30 schools in the county to receive special funding for the development of alternative programs to assist at-risk students in achieving success. The school was one of nine naturally integrated walk-in neighborhood schools in a county with an urban population.

The school was designated as a Chapter 1 Schoolwide Project School (SWP) which was designed to improve educational opportunities in schools with high percentages of children at risk of dropping out of school. Chapter 1 funding and extra resources enabled the school to implement programs to assist at-risk students

and their families. The school did not have a PTA due to the lack of parental involvement.

School Advisory Team analysis of the Stanford Test scores at the intermediate level revealed that our students scored below average in the following areas of language arts: functional reading 38%, textual reading 44%, and recreational reading 37%. In addition, 58% of our 4th and 5th grade students scored below the county average on the District Applied Reading Assessments. Based on the number of intermediate students scoring below the 70% required score on the District Applied Reading Test, the writer became concerned.

Problem Statement

Children who come from poor economic backgrounds are faced with problems which include little or no parental guidance; single families with only one working parent in the household; families with both parents working 2-3 jobs; and families who lack the educational background to help their children. The students from these families are often left alone to do their homework and take care of themselves. This often results in little or no homework being turned in by these children and little or no independent reading taking place. Therefore, student experiences with reading were often limited to those that occur at school. Teachers tried to supplement this deficiency by providing a literature-rich academic environment which was comprised of guided reading, shared reading, independent reading, and buddy reading.

An analysis of the 1998-1999 intermediate teacher opinion survey (Appendix A, p. 69) revealed that 40% of the intermediate students were still two or more grade levels below in reading. Further indications of the low reading abilities were evidenced by the number of behavioral referrals and the students' attitude towards school. The problem was also referred to in individual interviews with teachers, classified employees and parents. Although many students at our school had critical needs, the writer felt that the most at-risk students were the 4th and 5th grade students who were still two or more grades levels below in reading. These students did not fall into any specific resource program such as SLD, yet they continued to be unsuccessful. The writer also felt that if we did not reach them by the end of 5th grade, they will almost certainly continue to fail in middle and high school.

In addition, an analysis of the 1997-1998 Stanford Test revealed that out of the 125 intermediate students, 32% were functioning two or more grade levels below in reading as documented by test data. Students functioning at this level, were retained in the 1997-1998 school year. The behavior referral data also revealed that although these students came to school daily, their disruptive behavior interfered with their learning.

The county was constantly demanding that schools raise test scores. In the 1996-1997 school year, several schools were identified as "critically low-performing schools" due to low test scores. Although this elementary school wasn't identified as critically low, it was identified as a school on the borderline of failure. As the

program administrator, I felt that if the intermediate students who were critically low in reading remain unsuccessful, their statistical chances of school failure correspondingly increased. In addition, the low reading ability of these students had a negative impact on the school's test scores as a whole.

Therefore, the writer had all 4th and 5th grade students tested using the STAR (Standardized Test for Assessment of Reading) Testing Program (Appendix B, p. 71). This test was done in order to identify 20 students who would benefit from an intensive remedial reading instruction program.

Of the 125 intermediate students tested, 20% were functioning above grade level; 40% were functioning on grade level; and 40% were functioning two or more grade levels below in reading. Once the reading level of all the intermediate students was determined, the writer asked each teacher to recommend four students who were two grade levels below in reading for one-on-one intensive intervention.

The averaged instructional reading level of these students had been 2.4. The STAR (Appendix B, p. 71) results also identified the student's Accelerated Reader independent reading level. Next, a test on the basic phonemes was administered to the targeted group to assess their ability to decode. The students in the targeted group averaged 16 out of 26 alphabet sounds correctly on the basic phonics pretest (Appendix C, p. 73).

Finally, not only were these students failing in reading, they were frequent behavior problems in the classroom or were passive and withdrawn in their social interactions. The writer pulled behavior referrals (Appendix D, p. 75) for the

targeted group and found that the behaviors of these low-performing students had a common underlying theme, that is, the child was either unmotivated or too distracted to succeed in school.

The averaged number of referrals (Appendix D, p. 75) per student was 5. Because 40% of the intermediate students were functioning two or more grade levels below in reading, the goal of this practicum was to develop an intensive reading remediation program that sought to increase the reading level of the targeted group by two or more grade levels. The other problem existed in the attitudes and behaviors of the group. Ninety percent of the targeted group had office referrals for disruptive behavior. There was a correlation between the inability to read and disruptive behavior and/or attitude problems.

Outcome Objectives

This writer chose this particular project for the purposes of helping a group of twenty students increase their instructional reading level by two grade levels, and to assist the teachers of this group of students in improving their skill level in teaching reading as well as their basic knowledge of reading techniques. The project addressed the following needs statements: (a) why children struggle with reading, (b) strategies or programs that may help children learn to read, and (c) children attitudes and behaviors that contribute to failure.

The proposed objectives were . . . . . .

1. Twenty students, a targeted group of 4th and 5th grade students will have

increased their instructional reading level by two or more grade levels within a 12-week period following the first intensive remedial reading session.

The STAR (Appendix B, 71) will be used to determine their initial instructional reading level. The STAR will be used to determine their instructional reading level after they complete the remedial program. The participants are expected to have increased their instructional reading level by two or more grade levels by the end of the project.

2. Twenty students, a targeted group of 4th and 5th grade students, will have increased their independent reading level by two or more grade levels within a 12-week period following the first intensive remedial reading session.

The Accelerated Reader Student "At-Risk" Report (Appendix F, p. 79) will be used to determine their initial independent reading level. The Accelerated Reader Student "At-Risk" Report will be used to determine their independent reading level after they complete the remedial program. The participants are expected to have increased their independent reading level by two or more grade levels by the end of the project.

3. Twenty students, a targeted group of 4th and 5th grade students, will have increased their recognition of phonograms within a 12-week period following the first intensive remedial reading session.

The Basic Phonics Test (Appendix C, p. 73) will be used to determine the number of phonograms recognized by each student prior to the remedial sessions. The Basic Phonics Test will be used to determine the number of phonograms

recognized by each students after they complete the program. The participants are expected to be able to recognize all 26 letters of the alphabet by the end of the project.

4. Twenty students, a targeted group of 4th and 5th grade students, will demonstrate 20% improved behavior within a 12-week period following the first intensive remedial reading session.

The behavior referrals (Appendix D, p. 75) will be used to determine the number of referrals prior to the remedial sessions. The behavior referrals will be used to determine the number of referrals received after they complete the program. The participants are expected to demonstrate 20% improved behavior within a 12-week period following the first intensive remedial reading session.

5. Five teachers, targeted group two, will have increased their skill level in teaching reading and basic knowledge of reading techniques within a 12-week period following the first training session.

A pre survey (Appendix E, p. 77) will be used to establish the participants' perceptions of their current skill level of teaching reading and basic knowledge of reading techniques. A post-survey (Appendix P, p. 101) will be used to determine the participants' perceptions of their skill level in teaching reading and basic knowledge of reading techniques. The participants are expected to rate their own post survey skills at least a 5 (100 percent) on a 5-point Likert-scale.

Chapter II

Research and Planned Solution Strategy

The purpose of this chapter was to review the current and relevant research relating to students who are performing below grade level in reading. The majors topics of this research were (a) why children struggle with reading, (b) strategies or programs that may help children learn to read, (c) children attitudes and behaviors that contribute to failure.

In the book, "Illiterate America" by Jonathan Kozol (1985), he presented a disturbing, if not devastating, picture of reading problems in America. Fifteen percent of recent graduates of urban high schools read at less than sixth grade levels. One million teenage children between twelve and seventeen cannot read above the third grade level. Eighty-five percent of juveniles who come before the courts are functionally illiterate. Half the heads of households classified below the poverty line by federal standards cannot read an eighth grade book.

Kozol noted that on April 26, 1983, pointing to the literacy crisis and to a collapse in standards at the secondary and the college levels, the National Commission on Excellence in Education warned: "Our Nation is at risk."

Subsequent to Kozol's book, a major study was completed by the National Assessment of Educational Progress (NAEP). It is titled, "Literacy: Profiles of America's Young Adults (1986). The findings of this study appeared to be somewhat in conflict with the dire statistics presented by Kozol. The U. S. Department of

Education provided $2 million for the NAEP study, which was conducted to determine the reading abilities of young adults. The researchers surveyed a national sample of 3,600 young adults using strategies that were more thorough than in earlier studies. The target group was interviewed for about 90 minutes. The purpose of the survey was to determine the group's abilities to perform 105 tasks that simulated real life situations.

The study found that 80 percent of the subjects could read at or above the eighth grade level and 62 percent, at or above the eleventh grade level. The data give us reason to be concerned with the fact that, a meaningful number of individuals are failing to develop advanced reading abilities that will enable them to become productive citizens in this technologically advanced society. The results of the study supported the writer's earlier convention that if we don't catch these students now, their chances of success in life are slim.

In a review of professional literature about motivating low performing readers, Moffett and Wagner (1983) contend that problems in reading are not necessarily reading specific and that reading comprehension is not distinct from general comprehension. According to the authors, "The skills required for comprehending texts, like identifying the main idea, recalling details, relating facts, drawing conclusions, and predicting outcomes, are operations that apply to activities in life."

The study of low performing students resulted in the identification of three major causes of incomprehenson: poor motivation, lack of experience, and

egocentricity. Any one of these or any combination is likely to be manifested in the reading of low achieving or low performing students. Students who are not successful in the classroom have not had experiences with language in social situations. These students widespread involvement in language can solve the problem of poor motivation. In addition, when a text refers to things or concepts with which the reader has no familiarity, he or she will not comprehend the material. Exposure to film and television can help to enlarge experience and vocabulary. Low performing students also struggle with text because of subjectivity. Certain words or phrases may trigger irrelevant associations for readers. The learner needs to hear other viewpoints about a text and compare these to his or her own thinking. Small group discussions are important in this regard. The only way to improve reading skills is to read.

Robinson (1946) conducted a study to find out the causes of student failure. The study included students who were below nine years of age and who had a reading level 0.9 years below their mental and chronological ages. Students who were nine years or older and had an average reading grade two years or more below their mental and chronological ages were also accepted for further study.

The study was completed in three steps. The first step involved evaluating articles concerning pupil failure. The next step was to evaluate the causes for failure in disabled readers. The final step was comprised of drawing conclusions concerning causes and discussing problems needing further study. Various specialists from all areas were enlisted to assist with the study.

According to Robinson (1946), the specialists conducted an examination of 30 students. Following the examinations, they met to discuss their findings. Then, out of 30 students, 22 were selected to participate in an intensive remedial program. During the remedial sessions, an effort was made to determine the possible causes of low reading performance. Where necessary, students were even removed from their homes and placed in a special school to determine whether home conditions were causal factors in the pupils' failure.

The results of the study confirmed that pupils' failure fell into four main categories: physical factors, psychological factors, socioeconomic factors, and mental factors. These results supported the writer's original theory that all these factors come into play when a child is learning to read. Teachers today have little trouble separating the good readers from the poor readers. Poor readers are identified as having difficulty comprehending what they read, organizing information into a sequence of events, lack of decoding skills, and simply blunder over words so much that comprehension is not attained.

Kincade (1993) reported in a paper presented to Reading Psychology that the biggest challenge for most teachers is to uncover the reasons for students' difficulties and then to teach appropriate strategies to prevent those difficulties from continuing to occur. After interviewing 65 expert readers that had read both narrative and expository texts, Kincade (1993) found that these readers used the four most frequently cited strategies (a) read once, (b) selected main ideas, (c) repeated readings, and (d) mentally reviewed story. These strategies were the same for both

types of reading. In other words, low performing students were inflexible in selecting the most efficient strategies for difficult texts.

Does time spent reading really make a difference in children's reading growth, especially once students are in the intermediate grades? A study of the effects of time spent reading at school and at home on a group of intermediate students was conducted under controlled conditions by Taylor, Frye, and Marayama (1990). This study compared the amount of time that students are engaged in academic tasks at school and home and the reading achievement of elementary-age children.

The subjects involved were 195 students in 11 classes in grades 5 and 6 who were responsible for keeping a log of entries from mid-January through mid-May. Students were placed in a reading class on the basis of ability. Three of the 11 classes consisted of above average readers, 6 consisted of average readers, and 2 consisted of below average readers. The procedure involved students recording minutes read in a reading log of different types of reading, i.e. pleasure reading, reading for information, etc. The teachers monitored the completion of the logs over a 17-week period. On the average, students logs were filled out 75% of the time. The time spent reading at home was skewed because the at-home reading results weren't reliable due to the absence of teacher scrutiny which could allow students to misrepresent the data (Taylor, Frye, Marayama, 1990).

A comparison of the standardized reading comprehension scores at the beginning and end of the study was made. The results support the widely held

belief that time spent on reading at school is beneficial to intermediate grade children. Time engaged in reading during the reading period over a relatively short time was significantly related to gains in students' achievement. The results support the conventional wisdom that reading in school is the key to further success in life.

Hurford and Shedelbower (1993) conducted an experiment to determine why poor readers are deficient in their ability to process phonemic information. The purpose of the experiment was to determine if phonological memory of intermediate students played a role in the discrimination task. Sixty-four children (33 poor readers and 31 good readers) participated in the experiment, using long and short tasks that involved listening to consonant and vowels patterns in standard form and as pairs and recognizing the syllables.

The results of the study suggested that the deficit found in young disabled readers was not a deficit of discriminating only. The results also suggested that memory processing may play a role in the phonological processing deficit. The young disabled reader does not seem to be able to hold all of the information in the processing system long enough to make correct responses. It seems intuitively correct that when poor readers are able to decode syllables into their phonemic elements, the information cannot be further processed until an appropriate level of retention has occurred (Hurford and Sanders, 1993).

Fortunately, the increase in opportunities to write also enhances the development of phonemic awareness and word recognition, both of which are

predictors of future reading success (Gill, 1992). Without these opportunities, some students never learn to read. Laframboise (1996) conducted a study to examine the developmental spellings of fourth graders who were poor readers. Current research was reviewed to present possible interpretations of the strategies used by these developmental spellers. In addition, several instructional practices were summarized that may influence the spelling strategies of below average readers.

The subjects in this study were 63 fourth grade students in six self-contained classes. The students SAT (Stanford Achievement Test) scores ranged from the 8th to the 46th percentile. The method involved students watching wordless cartoon videos, five to seven minutes long, as prompts. After watching the videos, students were then told to pretend that they were retelling the cartoon story to a friend who had not seen it. They had to write the story retelling. When students came to a word that they did not know, the researchers encouraged them to do the best they could.

Each of the six classes participated in four writing sessions with the video prompts. The result was two writing samples from each class for each writing session. The written story retellings were read by the author and a second reader, and a list of misspellings was generated for each of the writing samples. Misspellings were then compared to the intended words, and categories descriptive of the misspellings were created. Finally, each misspelling was examined for the sources of misspellings within the word (Laframboise, 1996).

The four categories of misspellings were vowel errors, consonant errors,

misspelling of an inflectional ending and reversal of letters. Laframboise (1996) found that 48 students produced 5145 running words in their writing samples, with 842 of the words misspelled. Students described here clearly experienced greater difficulties in spelling than those expected for the average fourth grader. The majority of the misspellings occurred in the phonetic category.

It was further stated that children benefit from instruction when placed in spelling materials on their instructional level rather then grade level. Poor readers need opportunities to write if they are to become better writers. Opportunities to write lead not only to accurate spelling in writing, but also fluent decoding during reading. It is difficult to comprehend when the words are misspelled. This article concurred with the writer's theory concerning why many children fail to learn to read.

The association between reading achievement and phonological analysis skills is now well established. Poor readers word decoding dilemma are thought to stem from problems in analyzing the sound structure of spoken language. A study to investigate phonological analysis, verbal working memory, and word decoding skills was presented in an article titled, "A Reading Level Design Study of Phonological Skills Underlying Fourth-Grade Children's Word Reading Difficulties." Bowey, Cain, and Ryan (1992) used a 3-group reading level design with less skilled fourth-grade readers compared to both age-matched peers of superior reading and younger children matched for reading achievement in the test. Several tests were administered to assess their sensitivity to subsyllabic and phonemic units

as well as verbal working memory and decoding skills.

The data showed that less skilled fourth-grade readers performed lower than both chronological age and reading level groups. In addition less skilled fourth-grade readers performed at the same level as skilled second-grade readers on a test of verbal working memory. Skilled fourth graders scored higher than both other groups on this test. Correlational analysis skills contribute more strongly than verbal working memory skills to children's decoding abilities (Bowey, Cain, and Ryan, 1992).

In the article, "Transfer from Word Training To Reading in Context: Gains in Reading Fluency and Comprehensive" by Levy, Abello, and Lysynchuk (1997), the authors report two studies that examined the relationship between word identification speed and story reading fluency, as indicated by speed and accuracy as well as comprehension. In the study, 28 poor readers in grade 4 who all received scores of below 90 on the word identification test participated. The 28 subjects were initially trained to read a set of words and were then asked to repeatedly read stories that comprised the trained words or stories with words not included in the training set.

Levy, Abello, and Lysynchuk (1997) found that poor readers showed fluency benefits; yet, there were no improvements in comprehension. Children's comprehension benefited from repeated readings of the same text. There was no evidence of a benefit to story comprehension from improved word recognition, even though there were marked improvements in reading fluency as gauged by

reading speed and accuracy. These results offer further evidence that repeated readings of the same story will help poor readers comprehend.

Miller (1986) pondered a review of research data that focused on the effects of parent involvement on children's reading growth and ways in which parents could help promote reading success. The review involved 35 studies which summarized (a) parents' attitudes about their involvement in their child's education, (b) the positive effect of parent/teacher interaction on children's reading success, (c) parental practices at home that influence reading success, and (d) ways to educate parents about guiding their children reading activities. Results of the review indicated that student's achievement could be increased through parental involvement and parent/teacher interaction.

Comprehension plays an important role when struggling readers try to read. Students also lack prior knowledge necessary to construct meaning from a particular text. The reader may be able to pronounce all the words in a book accurately and still not know what he has just read. Teachers need to be knowledgeable in how to activate this prior knowledge needed to comprehend text before the first reading.

According to the professional literature, six strategies have been found by experimental studies to improve memory and comprehension. These reading strategies include: (1) summarization, or creating a representation of gist; (2) imagery, or constructing an interna isual representation of text context; (3) story grammar, or identifying the setting, problem, goal, action, and outcome in a narrative; (4) prior knowledge activation; (5) self-questioning and question-

answering (Pressley and Harris, 1990).

The writer felt that many children have difficulty summarizing what they have read, yet teachers continue to utilize this strategy when assessing comprehension. In order to help below average readers, teachers need to add more strategies to their repertoire and clarify the specific steps in each new strategy procedure. Several researchers were able to develop an experimental curriculum that successfully taught reading strategies to whole classes of third and fifth graders. Paris (1983) and his research group called the program, "Informed Strategies for Learning (ISL). The program had four key components: (1) information concerning reading strategies was provided by teachers; (2) metaphors for reading strategies offer sound way of communicating about thinking; (3) the how, when, and why we use comprehension strategies; and (4) bulletin boards displays and worksheets reinforce the skills that are taught.

The program lasted for 4 months while the regular reading program was used as the supplement. According to Garner (1992), "Students were trained to hunt for reading treasure (establish purposes for reading), track down the main idea, weave ideas (draw inferences), engage in road repair (self-correction), and round up their ideas (write summaries) as part of the instruction." Throughout this program, students improved in both their reading comprehension and their strategy awareness. The program results showed through direct, systematic teaching and guided practice of reading strategies within specific contexts where they did comprehension, teachers did improve students' comprehension.

In the article, "Helping Struggling Readers: Linking small group intervention with cross-age tutoring" by Taylor, Hanson, Justice-Swanson and Watts (1997), the authors investigated the intervention of cross-age tutoring as a reading intervention program to help struggling readers. In this study, an effective, cost-efficient program was developed to help low-achieving readers. The first step involved identifying 12 older children to work with younger children who were also struggling readers. The younger children (ages 7 & 8) left their regular classroom twice a week for 25 minutes to participate in the cross-age tutoring program. The reading coordinator prepared the younger children for the book from the intervention program that they would be reading to their tutors (age 9 to 10) during a 10-15-minute period once a week.

The 12 older students had to meet the following criteria: (a) they were identified as being behind in reading, (b) they did not have scheduling conflicts, and (c) they were able to read a 3.1 basal reader with at least 85% word recognition accuracy. According to Taylor, Hanson, Justice-Swanson and Watts (1997), the 12 older children in the tutoring class met for 45 minutes each day for 14 weeks with one of their teachers and the reading coordinator. The first two days of the week was spent coaching the tutors on how to be a good coach and reading the same books the younger children would be reading to them. In addition, they chose a book that they would read to the young partners. They also practiced what to do if they got stuck on the word and comprehension activities based on the book they would be reading out loud.

On Wednesday and Thursday, the children and tutors met for 25 minutes during the tutor enrichment time. During the two-day sessions, the younger children read the book they were working on, and the tutors read the picture book they had practiced to their young partners. They asked the younger students questions and completed the comprehension activity.

The results of the study supported several of the previous findings referred to in the paper. The authors concluded that together, the oral reading and standardized test results suggest that both younger and older students made progress in reading during the school year. The fact that they were able to help a high number of nonreaders reach grade level in decoding and reading ability by the end of the year is encouraging, particularly since the program was inexpensive, did not take much time, and did not require much additional instructional time by the teachers.

In the article, "Reading Improvement Groups Read Novels" by Perretti (1989), two teachers explored a way to enhance their students' involvement in reading using a process approach. The teachers hoped that the humor and suspense in the book would motivate and inspire their groups of reluctant readers. Both classes equaled 21 students (two teams). The 50 minutes reading period consisted of a minilesson; silent reading; jotting down vocabulary, questions and concerns; a discussion of their journal entries; addressing teams' questions; and a class discussion of team responses. Teams could disagree if they could verify their opinions. Oftentimes, a discussion would turn into a lively debate among teams

which would force team members to flip the book and skim the pages to substantiate their responses. This level of discussion, motivation, and involvement was quite elevated, even with these functionally low readers.

In a review of professional literature about modeled reading programs for struggling readers in which instruction is delivered in the students' regular classrooms, Duffy-Hester (1999) drew several conclusions in a paper presented to the International Reading Association. Duffy-Hester suggests that instructional programs that support the growth of struggling readers should include: (a) the same quality reading instructional programs for nonstruggling programs should be taught to struggling readers; (b) instruction must be individualized to meet the specific reading needs of each child; (c) a balanced literacy instructional program; and (d) accelerate the reading instruction.

According to Duffy-Hester, "It will require changing not only the way we teach, but also our beliefs about the capabilities of low achieving children. It will require both more and better instruction than is available in the regular education program today."

Tancock (1994) drew several conclusions in a paper presented to the International Reading Association. The author developed a "lesson framework", a structure to assist teachers in developing appropriate instructional activities for children with reading problems. The author targeted a group of low-achieving students in an after-school tutoring program.

Tancock (1994) explained that he offered a course that includes 15 one-hour

tutoring sessions following an initial assessment period. The course content included theories of the reading process, assessment procedures, lesson planning, instructional techniques, and case reporting. The tutors would first assess the students to identify strengths and weaknesses. Then the tutors would take a student and begin the lesson framework developed by Tancock.

The framework consisted of components to be used with each lesson: reading a familiar book, guided reading, pre reading activities, during reading activities, postreading activities, shared writing, word sorting, and finally, the sharing of a quality children's trade book. Results of the tutoring sessions showed that (a) children made more meaningful miscues and self-correct more frequently; (b) children became more fluent readers; (c) children gained skill in talking about books and evaluating their feelings about stories (d) children came to understand writing as a process versus simply focusing on the product and mechanics; (e) children begin to evaluate their own reading and writing strategies, and (f) children begin to change their views of the reading process as is evident by their attempts to get meaning when reading versus focusing on graphophonics and word calling. This study supports the writer's thoughts in the intervention of a one-to-one tutor.

Wyma, Pigott, Mebane and Clement (1989) conducted a study that evaluated the effectiveness of a self-regulation package to improve the reading comprehension performance of fourth grade male students who were performing in the third quartile of their class on reading comprehension drills. Four male students were selected to participate in this 17-day study. Non-treated class members served as the

control group. The participants were taught to provide their own instructions, goals, evaluations, and token awards. During the regularly scheduled reading drill, the targeted group self-administered these tasks. The data showed that the student-administered intervention resulted in improvements of reading comprehension performance over the baseline rates.

According to Wyma, Pigott, Mebane and Clement (1989), a comparison of the reading performance of the treated to non-treated classmates validated the clinical significance of the intervention. These findings did not support the writer's thoughts on direct instruction needed to help kids succeed in reading performance.

In my conferences and customized trainings, I met teachers who constantly asked numerous questions about struggling learners. Often called "at-risk", these children were in danger of falling between the cracks if they didn't receive the modifications and adaptations they need in the classroom. In the article, "Cross-age reading: A strategy for helping poor readers" by Labbo and Teale (1990), they asked this question, "What about the potential of storybook reading for helping older children doing the reading to become better readers?"

To investigate this question, they conducted a small-scale study with low-achieving fifth-grade readers. The fifth graders read books to kindergarten children. Their decision to focus on cross-age storybook reading to help poor fifth-grade readers stemmed from research that said children who come from homes in which the parents have low levels of literacy are at risk for failure in reading and writing themselves. However, their focus was on the effects of the intervention on the

older children instead of kindergartners.

The authors felt that building the technique of repeated oral readings into a lesson cycle that focused on comprehension-based oral reading and included storybook time would prove to be an effective way helping older poor readers. It was hypothesized that the process would give the fifth graders a genuine purpose for engaging in repeated readings because they would help them build additional strategies for effective reading (Labbo and Teale, 1990).

Twenty fifth graders from a middle-class, suburban elementary school in Texas were chosen based on their below average scores and designation as such by their teachers. The students were assigned to one of three groups: cross-age reading group, art partner group, and a basal group. The first two groups practiced reading trade books to kindergarten students. Students in the basal group acted as the control group and received their instructions strictly from the basal. All students were pretested for reading achievement, self-concept, and reading attitudes.

The program was in effect for 8 weeks. The two groups made 15 to 20 minutes visits, four times a week for a total of 32 sessions. After each session, the students would meet with the teachers to collaborate. The interactions took place in the kindergarten classrooms where fifth graders were paired with kindergarten students. Some students chose to read the same storybook over a 4 or 5 days period. The qualitative results suggest that the cross-age reading program was a promising system of helping poor readers in the upper grades to improve their reading fluency and to focus on comprehension. The repeated readings allowed them to become

effective at reading to the kindergartners. The students not only developed fluency when reading, they read more books, set goals, read aloud with confidence and improved their self-concept about reading. The results are an indication of the success of a reading intervention program.

Cunningham, Hall, and Defee (1998) described a multimethod instructional approach called "Four Blocks" that was used with a targeted group of struggling readers in both a suburban and rural district. The study was designed to provide 2 1/2 hours allotted to language arts and divided among four blocks: (1) guided reading, (2) self-selected reading, (3) writing, and (4) working with words. The tutors worked with multi-level students utilizing the "Four Blocks" method during the tutorial session.

Along with the four blocks, schools and teachers used a variety of formats for providing the extra support needed by children who find learning to read unusually difficult. Some schools have Reading Recovery classroom teachers. Reading Recovery teachers report that the "Four blocks" classroom instruction and Reading Recovery are very compatible (Cunningham, Hall, Defee, 1998). Looking at the data over 6 years revealed that those children not reading at grade level at the end of first grade, half were reading on or, in some cases, above grade level at the end of second grade. The standardized testing data collected in grades three, four and five each year indicated that 90% of the children were in the top quartiles. The majority of the time, no scores fall in the bottom quartile. This study supported the writer's theory that struggling readers need to be exposed to different types of reading.

Another intervention that is rarely used in the schools is peer tutoring. This may be partly a result of a lack of teacher time to train their students to tutor, and/or they are concerned about possible disruptive behaviors between tutoring pairs. Giesecke, Cartledge, and Gardner III (1993) introduced another cross-age tutoring program for low-achieving students. The approach consisted of eight third and fourth grade students serving as subjects for this study. Six of the students were males and two were females ranging in age from 9 to 11 years. The students attended an inner-city school located in a low-socioeconomic district of a large urban area (Giesecke, Cartledge, and Gardner III, 1993).

The students were chosen by their teachers according to their reading performance. Fourth graders tutored the third grade students. All students were identified as below average readers. A 6-week tutoring program were conducted in the mornings during the time allocated for reading seat work for all the subjects. During the tutorial program, the subjects were assessed on the number of sight words learned and their reactions to the program, and a third variable pertaining to self-concept. A self-concept rating scale was administered to the subjects before and after the tutoring experience.

According to the authors, each tutoring session consisted of four segments: (a) tutor talk, (b) practice, (c) reviewing word games, and (d) testing and charting. Giesecke, Cartledge, and Gardner III (1992). Results of the tutoring programs showed that all subjects tested made substantial posttest gains over their original pretest scores. The results also showed that they all enjoyed the program, showed increases

in sight-word recognition, and exhibited improved self-concept after participating in a tutoring program. These findings further validate the positive impact of peer tutoring on pupil achievement. Finally, the results suggest that the academic performance and self-concept of low achievers can be enhanced through tutoring activities. This study is consistent with the previous study involving struggling readers and peer tutoring.

In addition, many reading researchers have noted that increased reading practice leads to improved reading skill for a certain population of children. Researchers have also documented that poor readers spend less time reading and read fewer pages. In the article, "Assisted Reading Practice: Effects on performance for poor readers in Grades 3 and 4" by Shany and Biemiller (1995), the authors investigated the effects of assisted reading practice over a 4 month period with at-risk third-and fourth-grade students. The authors suspected that far too many children get far too little practice reading.

Twenty-nine students, divided into two experimental groups and one control group, participated in the study. The students were selected by teacher referrals. The criteria used was reading rate, comprehension, and a screening battery. Shany and Biemiller (1995) designed the program to test the effects of teacher assistance and tape assistance on reading gains. Three groups were developed: (a) the teacher-assisted group practiced by reading basals orally and received assistance with word identification from a teacher, (b) a tape assisted group practiced reading while listening to a tape recorder whose speed they could control, and (c) strictly a basal

group without any assistance.

The results of the study confirmed that assisted practice meaningful improved the text reading rates and reading comprehension scores of the experimental groups compared to the control group. Nevertheless, gains in letter-naming speed, decoding, and reading speed did not reach statistical importance. A second finding was that the tape-assisted group increased their amount of reading substantiality which led to higher scores on listening comprehension tests. The results of the study supported the writer's idea of a teacher-assisted intervention to help struggling readers.

The effect of syntactic context on auditory word identification (in Hebrew orthography) and on the ability to detect and correct syntactic errors in speech was presented in a paper by Bentin, Deutsch, and Liberman (1990). Thirty children were selected from a population of 167 fourth graders in two public school. The selection was based on performance on the test of decoding ability and a test of reading Hebrew words without vowels. Two reading groups were assembled: a group of poor readers and a group of good readers.

All 167 fourth graders were tested for IQ and reading ability. The concentration was also on the ability to use the sentence context to determine the reading of unvoweled Hebrew words that were phonologically and semantically ambiguous. The results showed the magnitude of the syntactic context effect was similar in the good and in the poor context readers. The syntactic ability of the children in the poor context group was not , however, entirely equivalent to that of

the good readers. Analysis of the identification errors made by each group revealed that the proportion of errors that reflected an attempt to correct the syntactic violation was lower in children who had relatively more difficulties in reading unvoweled words than in good readers who were matched with them for phonological decoding ability. As it turned out, both groups were equally sensitive to violations of syntactic structures. Therefore the present data suggest that the good and the relatively poorer readers did not differ in their syntactic awareness-that is, in the sensitivity to and knowledge of basic syntactic structures. Bentin, Deutsch, and Liberman (1996). As discussed earlier, the knowledge of the syntactic structure is very important when teaching poor readers (even in Hebrew language) to read.

In the article, "A Process Approach to Remediating Word-Decoding Deficiencies in Chapter I Children" by Carlson and Das (1997), two studies were conducted to remediate word-decoding deficiencies. The program comprises eight tasks that required application of successive strategies. Each task had three levels of difficulty. The easiest level allows the child to have initial success with the materials and become familiar with the task and the expectations of the training program. Depending on the progress the child makes, instruction typically requires 15 to 18 hours over 8 weeks.

Fifty fourth-graders were selected randomly for remediation. Students were administered both a pre and post test. During the program, the subjects received regular instruction, Chapter I services and the PREP (Process-Based Reading Enrichment Program) interventions. A control group was involved in everything

except the PREP program. The results of the study supported the remediation program to improve word-reading and decoding skills. This study has services implications for the writer's practicum in that a remediation of skills can help failing intermediate students.

In the article, "Tracking Read and Writing Progress," the author discussed the importance of reading and writing portfolios in the classroom, portfolio uses, self evaluation, and the reading/writing conference. "In order to help students learn more about themselves as readers and writers, I have them reflect on their work periodically." In the beginning, students are asked to spread out all of their work for that reporting period and label those pieces with great lead lines. Next, for a more formal self-assessment, I ask each student to complete a "writing/reading evaluation sheet. Students keep these sheets in their portfolios so they can see their own growth over time" (Five 1993).

When students are involved in the learning process from the beginning stage to the end, they can see the areas in reading and writing that need improvements. Students set their goals, choose what pieces go into the portfolio, choose books from different genres, keep a reading log of books read, record responses on their self-evaluation sheet, and participate willingly in a 10 to 20 minutes reading/writing conference. This idea supported the writer's theory, that when teachers are working with students, a portfolio should be kept on each student and a one-on-one conference needed to be held with each student.

Cooper (1986) stated that a student's attitude toward reading can affect the way

he or she comprehends. He further states that a student who has developed a negative attitude about reading, for whatever reason, will not perform the tasks of reading as well as the student who has a positive attitude. In the study, the child's attitude affects comprehension in another way. The beliefs and attitudes that a child develops about various topics can affect the way he or she comprehends. Other areas of interest to the author were in terms of attitudes and values which directly influence critical reading because critical reading requires children to judge and evaluate. Many times these judgments and evaluations are based on the child's attitudes and values.

The instruments were administered to students at an urban elementary school. The data indicated the overall attitude of the students were negative. This may be because of the inability to read. This study supported the writer's theory that a child's attitude and it's affects on his learning to read is relevant.

The belief that attitudes play a significant part when a child learns to read is based on years of research. Canady and Krantz (1996) conducted a longitudinal study to examine differences in the opinions of fourth-grade readers with good and poor reading skills. The subjects consisted of 270 above and below average students from seven different schools. The participants ranged in age from 8.9 (years: months) to 12:0 and consisted of 161 females and 109 males. Students were selected based on their SAT (Stanford Achievement) test scores.

The students completed a "Child's Literacy Opinion Questionnaire" which was written and administered during individual interviews by three trained

interviewers. According to Canady and Krantz (1996), all interviewers followed identical methods in presenting and marking the survey questions and all questions were read out loud by the interviewers. The subjects were provided a choice of three answers for each question. They were also allowed to request that the question be repeated, response choices, or both. The survey consisted of 22 questions relating to issues and variables concerned with children's literacy.

The results of the study supported several of the previous findings referred to in the paper. The authors concluded that the fourth-grade readers with good and poor reading abilities differ in their opinions and reports concerning their own reading ability, their reading comprehension at school, their reading habits when reading alone and for fun, the amount they consider themselves understood by others when they talk, and the amount they talk. Canady and Krantz (1996). One finding from this study was that most of the fourth-grade students reported similar opinions regarding the importance of reading.

Around the world, children are exposed to a rich variety of symbols, books, and instructional procedures in formal and informal settings. By the age of 6 or 7, many children in different cultures, even before schooling, can read and write their own names and identify familiar words, and often can read connected sentences. Some children may receive a great deal of assistance from parents, whereas others learn to read from teachers, siblings or other children.

Children may also develop notions and expectations about the components of good reading through exposure to cultural norms and models in the socialization

process. Despite diversity in languages and orthographies, literacy experiences, instructional opportunities, and at the age at which skilled literacy is required, virtually all children seem to develop concepts and beliefs about reading. One belief about reading is frightening. By the time a child reaches fourth or fifth grade with the knowledge that he cannot read, that attitude turns into behavior problems in the classroom.

The study of the beliefs about reading and self-concepts on reading achievement in a difficult culture was the topic of a paper presented by Wagner, Spratt, Gai and Paris (1989) at the meetings of the Society for Research in Child Development in Baltimore Maryland and at the National Reading Conference in St. Petersburg, Florida in 1987. The collection of data was collected on a cohort of 350 children over a 5-year period, and on a second cohort of 464 children over a 3-year period. In the course of the study, subjects responded to questions on their knowledge about reading, causal attributions, and conceptions of good readers, ways to assess reading performance, and specific domain of knowledge.

The data indicated that despite cultural differences between children in U.S. and Morocco, the children's gain in reading is comparable in several respect to that of many other children around the world. The researchers found that a significant pattern of relations between beliefs and reading performance among the Moroccan schoolchildren. The study also revealed that good readers developed stereotypes about what good readers do and accounts for their successfulness. Poor readers, on the other hand, were naive about the skills and habits of good readers. The

strategies that good readers use will be taught in the practicum program.

Planned Solution Strategy

After reviewing the findings and applications, the practicum writer had determined that the site school needed to implement a training program for a targeted group of students who risked dropping out of school if an immediate intervention was not rendered. Because the averaged reading level of the targeted group of 4th and 5th grade students was 2.4, the first goal of this practicum was to develop an intensive reading remediation program that sought to increase the reading levels of the targeted group of students by two or more grade levels.

Another problem existed in the training needs of the second targeted group of three new teachers. Only two of the five teachers had the required balanced literacy training offered by the county in 1996. This training was needed in order for them to monitor and support the group of low performing 4th and 5th grade students. There was a discrepancy between the skill level and knowledge base of the new teachers and the two who were previously trained. The second goal of this practicum was to develop a twelve week (one hour a week) afterschool training program to improve their skill level of teaching reading and increase their basic knowledge of reading techniques.

The first strategy was to develop a one-on-one intensive reading remedial program to help the targeted group increase their reading by two or more grade levels. The findings of Shany and Biemiller (1995) indicate that meaningful assisted

practice improved the reading comprehension and reading rates scores of the experimental groups. Kincade (1993) went on to indicate in his paper that he presented to Reading Psychology Magazine that the biggest challenge for most teachers is to uncover the reasons for students difficulties and then to teach appropriate strategies to prevent those difficulties from continuing to occur. Once the targeted group at the practicum site was taught these strategies in an environment that was more conducive to a struggling reader, the attitudes and behaviors of the participants would improve. The practicum writer believed that this intensive program could be implemented at the site school in a 12-week period of time at no cost.

The second strategy was to provide the targeted group, through a one-on-one intensive remediation program, the opportunity to discuss their progress, attitudes, and behaviors with the instructors each day. Time was scheduled for these one-on-one sessions with each individual student. It was inferred from the findings of Canady and Krantz (1996) that attitudes play a significant part when a child is learning to read. This suggested that a person's ability to read would be influenced by his attitude and/or behavior towards reading. It appeared that in the findings of Cooper (1986), a student who had developed a negative attitude about reading, for whatever reason, would not perform the tasks of reading as well as the student who had a positive attitude.

The third strategy was to provide the targeted group of teachers training that emphasized a balanced literacy program that would be applied in their classrooms.

A balanced literacy program consisted of guided reading, shared reading, independent reading, phonemic awareness, and read aloud. The county had stressed the need for all teachers to be trained in these skill areas so students could be exposed to a curriculum that was well-rounded in literature. It was also inferred from the findings of Taylor, Frye, and Marayama (1990) that time spent on reading at school is beneficial to intermediate grade children. Time engaged in reading during the reading period over a relatively short time was significantly related to gains in students' achievement. Shany and Biemiller (1995) noted that increased reading practice leads to improved reading skill for a certain population of children. Duffy-Hester (1999) suggested that (a) an instructional program that support the growth of struggling programs should be taught to struggling readers; and (b) a balanced literacy program is good for all students including poor readers.

The first targeted group of students was chosen to participate in the pilot program based upon their SAT (Stanford Achievement Test) scores, STAR (Standardized Test for Assessment of Reading) score, number of behavior referrals and the recommendation of their classroom teacher. Willingness to participate wasn't a factor since the students were already enrolled at the practicum site. In the book, "Illiterate America" by Johnathan Kozol (1986), he states that there is a significant number of individuals (adults) failing to develop advanced reading abilities that will enable them to become productive citizens in this technologically advanced society. It was the intent of the practicum writer to increase the reading level of the targeted group by two or more grade levels. By providing this intensive

reading remedial program, the targeted group at the practicum site would increase their reading level which would improve their attitudes and behaviors.

The second targeted group of teachers was chosen to participate in the balanced literacy workshop based upon their willingness to receive ten inservice points offered by the county. The need to participate is a major factor identified by Kincade (1993). According to Kincade, the biggest challenge for most teachers is to uncover the reasons for students' difficulties and then to teach appropriate strategies to prevent those difficulties from continuing to occur.

Chapter III

Method

This project was designed to improve educational opportunities for a group of at-risk 4th and 5th grade students who are still two or more grade levels below in reading according to a 1998-1999 teacher opinion survey (Appendix A, p. 69). During a 12-week one-on-one remedial instruction program, the writer and a member of my teaching staff taught and facilitated a literacy based instructional program to a target group of 4th and 5th grade students who were two or more grade levels below in reading. The first target group consisted of 20 students chosen by teachers based upon their reading level and the need for immediate behavioral intervention. All instruction and practice was held in the lead teacher's portable. The second target group consisted of five classroom teachers. They received reading training by participating in a 12 week (one hour per week) workshop.

The practicum writer established a monitoring system of progress with the first targeted group (20 students). The writer also administered a pre and post STAR (Standardized Test for Assessment of Reading) test, determined pre and post Accelerated Reading levels, and administered a pre and post phonics test. For the second targeted group (five teachers), the writer administered a pre and post survey. Permission to implement this project was obtained from the practicum advisor. Permission for student participation was not necessary as the planned activities fell within the realm of the approved reading curriculum. Classroom teachers agreed to

participate in the project because it didn't involve additional work and they would earn ten inservice points from the county. Materials used to implement this project were in the target school and available to the writer and lead teacher.

The lead teacher, working with the writer, pulled the targeted group of students for two hours each day for intensive remedial instruction using the school district's balanced literacy curriculum of phonics, guided reading, shared reading and self-selected reading. The writer, with the assistance of the lead teacher, assumed responsibility for their grades in reading, assisted students daily with the Accelerated Reader program, benchmark attainment, and preparation for standardized testing, administered all pre and post-tests, monitored student progress and behavior, created lesson plans and schedules, and provided weekly feedback to students, teachers, and parents.

In addition, the lead teacher, working with the writer, met with the targeted group of classroom teachers one hour a week for 12 weeks to train them in a balanced literacy program. The workshop consisted of twelve sessions of guided reading instruction, shared reading instruction, phonemic awareness instruction, and independent reading instruction. The balanced literacy curriculum (Appendix G, p. 81 was used to train the five teachers.

Implementation took place over a period of twelve weeks as follows:

Week 1

The writer, working as the facilitator, met with the lead teacher to examine test results, reading levels and behavior logs (Appendix H, p. 83) and to create a data base for the targeted group of students so we could have an efficient way of tracking student progress and behavior. In addition, I discussed and identified areas of need we wanted to target, i.e. comprehension, phonics, etc. As the facilitator, I wanted to make sure we carried out the reading curriculum put in place by the county. This week we met with the teachers of these students to identify a consistent time to pull them. We decided to pull students during their language arts' block. Upon the advice of the teachers, the writer created a tentative schedule (Appendix I, p. 85) that commenced during week three. The practicum writer also composed and sent a letter to the parents explaining the program, the selection and the evaluative process.

In addition, the lead teacher and I met to establish an agenda (Appendix J, p. 87) and a workshop schedule (Appendix K, p. 89) for the targeted group of teachers. We also gave teachers a copy of the scheduled training that started week two.

Week 2

During the second week of implementation, the writer reviewed the tentative schedule for finalization. The schedule was shared with the teachers

involved and distributed to all pertinent personnel. Since the lead teacher was designated as the instructor for the targeted group of students, the writer met with her to discuss the techniques and strategies to be used with the group. Lesson plans were created for the instructor to use the following week. The plans consisted of two hours of student reading, phonemic awareness, reading conferences, and Accelerated Reading and testing.

For the second targeted group of teachers, training began at 2:30 p.m. in the lead teacher's portable. The writer opened up the session with a welcome and an explanation of the goals (Appendix L, p. 91) for the workshop. Each teacher completed paperwork for purposes of receiving ten inservice points for attendance. Next, each teacher received a notebook to store supporting handouts (Appendix M, p. 93) distributed during each session of the workshop. The writer then asked each teacher to write down their expectations of the workshop. The workshop schedule (Appendix K, p. 89) and topics were reviewed.

Week 3

This week, the writer, working as the facilitator, created a feedback form (Appendix N, p. 97) that was used to track progress and behavior and that was shared with teachers and parents. Students were pulled this week to discuss the purpose of the program, why they were chosen, our expectations, and the program's length, schedules, and evaluations. We established rules and consequences together and discussed the behavior log. At this time, the writer also determined if

the participants were familiar with the computer and the Accelerated Reading program. After the participants capabilities were determined, the writer learned how many Accelerated Reading points each student had. Then, the students assisted me in making Accelerated Reading folders. During this session, we also discussed the students' zone of proximity as an independent reader. The writer created lesson plans for next week.

At 2:30 p.m., the lead teacher and I began the reading workshop with the second targeted group. A welcome and a synopsis of the activities were explained. The first topic of discussion was guided reading and why it was important to do guided reading daily. We also discussed the components of guided reading and distributed handouts. Then, the lead teacher proceeded with the training.

Week 4

We began this week by having students meet me and the instructor in the portable. The writer welcomed everyone and the rules and consequences were reviewed. The class schedule for each session was discussed and posted in view of all. After the participants became comfortable, the assignments were introduced. Then, the students were assigned to small groups based upon their reading levels. The group was told that both the facilitator and the instructor were in charge of assigning grades and monitoring their daily progress. For the remainder of the week, the instructor followed the class schedule which consisted of guided reading, shared reading, phonemic awareness instruction, Accelerated Reader conferences,

independent reading, and Accelerated Reading testing. At the conclusion of each week, we reviewed what was covered for the week and completed the weekly feedback form with the students. Each week students met with the writer to discuss their behavior log and reviewed their Accelerated Reader Student "At-Risk" Report (Appendix F, p. 79). The students' progress was also discussed with each teacher. The writer created lesson plans for the following week.

This week's session with the second targeted group started with a welcome and a discussion of the expectations for the day. Last week's agenda was reviewed and comments accepted. Guided reading was the topic of this training session. The lead teacher demonstrated a guided reading lesson with several students from the first targeted group.

Week 5

This week's session started with a welcome and a review of the rules. A brief overview of the daily schedule was discussed as well as our expectations for the week. The instructor went over the day's assignments which included guided reading, shared reading, phonemic awareness, independent reading, and AR (Accelerated Reading) testing. Today a group of students met with the writer to discuss and review the behavior log and the students' "At-Risk" Report. The writer also held AR (Accelerated Reading) conferences. At the end of today's lesson, we reviewed what was covered. The weekly feedback form was completed for each student on the last day of the week. The writer completed lesson plans for the

following week, and discussed students' progress with the assigned teachers.

At this session for the second targeted group of teachers, we started with a review of what guided reading is and the correct way to teach it to children. Today, we introduced shared reading. The definition of shared reading was explained as well as why it is important to do it with children. Handouts were be distributed and discussed.

Week 6

A review of the rules and assignments opened up session six. The instructor was responsible for teaching guided reading, shared reading, phonemic awareness, and independent reading. The writer continued to hold reading conferences with individual students. We also discussed the behavior log and the "At-Risk" Report. At the end of today's training, we reviewed what was learned. The weekly feedback form was completed at the end of the week and discussed with the teachers. The writer created lesson plans for the following week.

During session six with the second targeted group of teachers, we continued with the topic of shared reading and its components. The lead teacher demonstrated how shared reading should look. The handout on shared reading was distributed and discussed. At the end of the session today, the writer administered a writer-constructed mid-training evaluation (Appendix Q, p. 103).

Week 7

Session seven opened up with a review of last week's assignments and a quick review of the schedule for the week. Again the writer and instructor opened up each session together. Then, the instructor started with phonemic awareness, shared reading, guided reading, and independent reading. The writer met with individual students and held AR (Accelerated Reading) conferences, discussed the student "At-Risk" Report, and the behavior log. We conducted a review of today's activities. At the end of the week, the feedback form was completed and discussed with each teacher. Lesson plans were created for the following week.

Prior to session seven for the second targeted group, the writer and the lead teacher met to review the comments solicited from the questionnaire and to evaluate the first training segment (Appendix Q, p. 103). It was decided that since most of the comments were favorable and positive in nature, few changes were needed for the rest of the workshop. Session seven with the second targeted group of teachers began with a welcome and a review of last week's topic and comments from the evaluation sheets. Two of the written comments suggested that additional time be spent on discussing how often should guided and shared reading be taught when teachers are responsible for such a large class of students with varying abilities. Also, how much time should be spent with each group. It was decided to extend the remaining training sessions an additional 30 minutes a week. Today we introduced independent reading and discussed the importance of it to the success of a child who is learning to read. A handout was shared and discussed. A

review of today's lesson ended the session.

Week 8

We started session eight with a review of the schedule and the rules. Our goals for the week were discussed. First the instructor went over the day's assignments which included phonemic awareness activities, shared reading, guided reading, and independent reading. The writer, working as the facilitator, met with individual students during the AR (accelerated reading) conferences to discuss their "At-Risk" Report and behavior log. At the conclusion of the lessons, a review was conducted. The feedback form was completed and discussed with the teachers. Lesson plans for the following were created.

Session eight with the second targeted group of teachers commenced with a review of independent reading. We also discussed DEAR (Drop Everything and Read). It was stressed that when we ask students to drop everything and read, this means that the teacher reads at this time too. A handout was distributed and discussed.

Week 9

The writer opened up session nine with a discussion about self-monitoring of the student "At-Risk" report (Appendix F, p. 79). While the instructor was working with a group, the writer held reading conferences to discuss the students' "At-Risk" Report and talked with the students about their behavior when it comes to making

good choices. The instructor's schedule consisted of phonemic awareness, shared reading, guided reading and independent reading. The instructor wrapped up today's schedule with a review of the lessons that were taught. At the end of the week, teachers received feedback on the students' progress and behavior. The writer's goal was to monitor how they're doing in their regular classroom setting too. Plans were developed for next week's sessions.

Session nine of the workshop with the second targeted group took place during the school day. With the administrator's permission, these five participants visited other classrooms to see reading techniques utilized by other teachers. A visitation schedule (Appendix O, p. 99) was passed out and discussed. Comments were discussed concerning session ten.

Week 10

During session ten, the instructor talked with the students about how they felt about their progress. The rules and the week's schedule were reviewed. The instructor began with phonemic awareness, shared reading, guided reading, and independent reading. The writer held AR (Accelerated Reading) conferences to discuss the students' "At-Risk" Report. In addition, we talked about their behavior which was documented daily. At the end of the week, the teachers received feedback on the students' progress and behavior. Lesson plans were created for the following week.

Session ten with the second targeted group of teachers opened up with the

five participants sharing their ideas and comments from last week's classroom visitations. All ideas and comments were written on a chart for review at the end of today's session. Today the instructor discussed phonemic awareness and why children need both whole language and phonics in their curriculum. Along with a discussion and handouts (Appendix M, p. 93), a demonstration phonics lesson was shared with all participants. A wrap up of today's topics included the chart of ideas and comments.

Week 11

This week we concentrated on making progress in all areas. This session was opened up with a review of the rules and schedule. The instructor began with phonemic awareness, shared reading, guided reading, and independent reading. The writer pulled a group of students to discuss the student "At-Risk" Report and their behavior. The behavior logs (Appendix H, p. 83) were reviewed at this time. We also met with the teachers to give them feedback on their students' progress and behavior. The writer created lesson plans for next week's sessions.

At session eleven with the second targeted group, the instructor reviewed the make-up of a balanced literacy curriculum and opened up a question and answer session. Concerns and comments were discussed. Participants were told that this was the final session of instruction and a post survey would be distributed next week.

Week 12

The final week was dedicated to finishing up all work previously begun. The writer STAR (Standardized Test for Assessment of Reading) tested all students in order to get the instructional reading level, administered a final phonics test, ran the final student "At Risk" Report in order to determine the independent reading level after 12 weeks of intensive one-on-one instruction, and neld a discussion about students' feelings concerning the past ten weeks. The writer, working as the facilitator, sat with the instructor to reflect on the accomplishments, determined what we could have done better, and evaluated the students' progress during the last eleven weeks. The writer also analyzed the results of the STAR test, phonics test, Accelerated Reading Student "At-Risk" Report, and behavior logs.

The second targeted group of teachers was administered a post survey (Appendix P, p. 101) regarding their perceptions of their skill level in teaching reading and basic knowledge of reading techniques after the workshop offerings. The writer and instructor thanked the participants and completed the paperwork necessary for the ten inservice points.

Chapter IV

Results

In an attempt to increase the instructional reading level of low achieving 4th and 5th grade students through a remedial reading instruction program and staff training to support the students, the practicum writer had selected five objectives. At the end of the 12-week implementation period, the five objectives were measured by the STAR (Standardized Test for Assessment of Reading) program, the Accelerated Reader Student "At-Risk" Report, a phonics test, the number of behavior referrals, and by a writer made survey. Since the training workshop covered a wide variety of subject matter and combination of reading techniques, the writer constructed pre and post surveys. The writer met with the lead teacher during the second week of implementation to identify the skills that the two target groups should have acquired at the conclusion of both training programs. As a result of that meeting, the writer selected the evaluative programs for the first targeted group and designed the surveys for the second targeted group, to include the identified skills.

There were two target groups for this practicum. The first target group consisted of (20) 4th and 5th grade students who were two or more grade levels below in reading. The students were chosen to participate in the pilot program based upon their SAT (Stanford Achievement Test) scores, STAR (Standardized Test for Assessment of Reading) score, number of behavioral referrals, and the

recommendation from their classroom teacher. Willingness to participate wasn't a factor since the students were already enrolled at the practicum site. The second target group consisted of five teachers who were chosen to participate based upon their willingness to receive ten inservice points offered by the county.

TARGET GROUP #1: Twenty 4th and 5th grade students.

The practicum objectives and results for the first target group were:

OBJECTIVE ONE OF FOUR FOR TARGET GROUP ONE:

1. Twenty 4th and 5th grade students will increase their instructional reading level by two or more grade levels by the end of the 12-week implementation period.

The STAR (Standardized Test for Assessment of Reading) test (Appendix B, p. 71) will be used to measure their current instructional reading level. The STAR test will also be used to measure the participants' instructional reading level after they complete the intensive remedial program.

RESULTS FOR THE FIRST OBJECTIVE:

Since the program was tailored to provide intensive remedial training in the area of reading, the writer had to select evaluative programs that would be indicative of the skills required in the remediation program. As stated previously, the STAR (Standardized Test for Assessment of Reading) testing program (Appendix B, p. 71) was used to measure the participants' current and post

instructional reading level.

The STAR testing program required the students to read a grade level passage and answer comprehension questions about the passage. The test continued until the passage became too difficult to read and the number of correct responses declined. The pre and post levels of the STAR testing program were prepared in the following table which shows the results.

Table 1
A comparison of the Composite
Scores of the Pre and Post STAR/AR Test

Student	Grade	Pre	Post	Difference
A	4	1.2	1.2	same
B	4	2.0	4.1	+2.1
C	4	1.9	1.9	same
D	4	1.7	withdrew	
E	4	2.4	4.5	+2.1
F	4	2.2	4.0	+1.8
G	4	2.8	4.9	+2.1
H	4	1.7	1.7	same
I	4	1.3	1.3	same
J	4	2.4	4.5	+2.1
K	5	2.9	5.0	+2.1
L	5	3.1	5.2	+1.9
M	5	3.1	5.0	+1.9
N	5	2.4	withdrew	
O	5	3.3	5.3	+2.0
P	5	3.2	5.5	+2.3
Q	5	2.9	5.0	+2.1
R	5	3.0	5.0	+2.0
S	5	3.0	4.5	+1.5
T	5	3.1	5.1	+2.0

As a result of practicum intervention to increase the targeted group reading level by two or more grade levels from February 21 to May 18, the number of students who increased their reading level by two or more grade levels was substantial. Eleven students (55%) met the writer's objective as stated for the seminar. Two students (10%) withdrew during the implementation. Four students (20%) did not improve at all which indicated that there may be some underlying problem that has gone unidentified. Although three student's (15%) reading level increased only one grade level, the writer was pleased with the results of the intensive remedial program. Overall, the project helped more students increase their instructional reading level than not. The comparison chart (Appendix R, p. 105) visibly shows that a dramatic difference can be seen in the bar graph between the pre and post STAR scores for the first targeted group.

OBJECTIVE TWO OF FOUR FOR TARGET GROUP ONE:

2. Twenty 4th and 5th grade students will increase their independent reading by two grade levels by the end of the 12-week implementation period.

The Accelerated Reader Student "At-Risk" Report (Appendix F, p. 79) will be used to measure their pre and post independent reading level. The AR student "At-Risk" Report was printed out before, during, and at the end of implementation.

Table 2
A Comparison of the Composite Scores of the
Pre and Post Accelerated Reading Test

Name	Grade	Pre	Post	Difference
A	4	0.5	0.5	-0
B	4	1.0	3.0	+2.0
C	4	1.0	1.0	-0
D	4	1.0	withdrew	
E	4	1.4	3.0	+1.6
F	4	1.0	3.0	+2.0
G	4	1.5	3.5	+2.0
H	4	0.5	0.5	-0
I	4	0	0	-0
J	4	1.0	2.4	+1.4
K	5	1.8	3.2	+1.4
L	5	2.0	4.0	+2.0
M	5	1.5	3.5	+2.0
N	5	1.0	withdrew	
O	5	1.7	3.3	+1.6
P	5	2.0	4.0	+2.0
Q	5	1.3	3.5	+2.2
R	5	1.5	3.2	+1.7
S	5	1.9	3.0	+1.1
T	5	1.2	4.0	+2.8

RESULTS FOR THE SECOND OBJECTIVE:

The Accelerated Reading program is a program that encompasses students independently reading books that have been identified as Accelerated Reading books and taking a comprehension test on the books. Students needed to answer three out of the five questions accurately in order to pass. Prior to a child reading an AR book, the child's independent reading zone had been identified by using the STAR (Standardized Test for Assessment for Reading) test (Appendix D, p. 71). The pre and post independent reading levels of the students were also identified in Table 2

which shows the results.

The success of the practicum intervention to increase the targeted group's instructional reading level by two or more grade levels was substantial. Eleven students (55%) increased their independent reading level two or more grade levels as the writer objective stated for the program. As stated in the results for the first objective, two students (10%) withdrew during implementation. Four students (20%) did not improve at all which indicate that the students may have some underlying problem that has gone undiagnosed. Three student's (15%) independent reading level increased only one grade level, nevertheless, the writer was pleased with the results of the intervention. The comparison chart (Appendix S, p. 107) visibly shows that a dramatic difference can be seen in the independent reading levels between pre and post implementation scores for the first targeted group.

OBJECTIVE THREE OF FOUR FOR TARGET GROUP ONE:

3. Twenty 4th and 5th grade students will increase their recognition of phonograms by the end of the 12-week implementation.

The intensive remedial program involved the teaching of the phonograms each week. The writer had to select an evaluation program that would be indicative of the skills required in the remediation program. Therefore, the writer, with the assistance of the lead teacher, created a basic phonics test to assess their ability to decode. The test consisted of all 26 letters of the alphabet. Students were asked to look at the letter and say the sound. If the letter was pronounced correctly, a check

was placed by the letter. The test of the 26 basic phonemes was administered to the targeted group before and at the completion of implementation.

RESULTS FOR THE THIRD OBJECTIVE:

The test for the recognition of the basic phonemes was administered to the targeted group.

Table 3
A Comparison of the Composite
Scores of the Pre and Post Basic Phonemes Test

Name	Grade	Pre	Post	Difference
A	4	16/26	16/26	-0
B	4	17/26	26/26	+9
C	4	16/26	16/26	-0
D	4	18/26	withdrew	
E	4	23/26	26/26	+3
F	4	15/26	23/26	-3
G	4	14/26	26/26	+12
H	4	11/26	26/26	+15
I	4	18/26	18/26	-0
J	4	16/26	26/26	+10
K	5	18/26	26/26	+8
L	5	17/26	26/26	+9
M	5	17/26	26/26	+9
N	5	13/26	withdrew	
O	5	16/26	26/26	+10
P	5	15/26	26/26	+11
Q	5	17/26	26/26	+9
R	5	16/26	26/26	+10
S	5	10/26	20/26	+10
T	5	19/26	26/26	+7

As a result of practicum intervention to increase the recognition of the phonograms by the end of the implementation period, the number of students who increased their recognition of the phonograms improved substantially. Two students (10%) withdrew during implementation. Four students (20%) did not meet the writer's objective of increasing their recognition of the basic phonemes. Again, the writer feels that these students possess an underlying problem that hasn't been identified. Fourteen students (70%) increased their recognition of the basic phonemes substantially. The project helped more students increase their ability to decode than not. The comparison chart (Appendix T, p. 109) visibly shows that a dramatic difference can be seen in the bar graph between the pre and post basic phonics scores for the first targeted group.

OBJECTIVE FOUR OF FOUR FOR TARGET GROUP ONE:

4. Twenty 4th and 5th grade students will demonstrate 20 percent improved behavior by the end of the 12-week implementation period.

Prior to implementation of the project, the average number of referrals for the first targeted group was five per student. Because 40 percent of the intermediate students were functioning two or more grade levels below in reading, the goal of this practicum was to develop an intensive reading remedial program to increase the reading level of the targeted group, which in turn, would increase the positive attitudes and behaviors of the group.

The objective was measured by counting the number of referrals received

before and at the end of the implementation period.

RESULTS FOR THE FOURTH OBJECTIVE:

The results for the fourth objective were not as successful as the first three objectives. Although this objective wasn't met, the writer feels that progress was made in the area of positive attitudes toward reading. The number of behavior referrals actually increased for a number of students. During the remedial program, several students were actually placed in in-school suspension for a day. In addition, the behaviors of three students became so disruptive that the lead teacher and I had to adjust the schedule in order to service these students in their own classrooms.

The number of referrals during pre and post implementation was prepared in the following table which shows the results.

Table 4
A Comparison of the Composite Number of
Behavior Referrals Pre and Post

Name	Grade	Pre	Post	Difference
A	4	4	8	+4
B	4	5	7	+2
C	4	4	7	+3
D	4	6	withdrew	
E	4	5	5	-0
F	4	7	9	+2
G	4	6	8	+2
H	4	4	5	+1
I	4	0	2	+2
J	4	3	6	+3
K	4	8	10	+2
L	5	5	7	+2
M	5	4	8	+4
N	5	4	withdrew	
O	5	5	5	-0
P	5	7	10	+3
Q	5	6	6	-0
R	5	0	2	+2
S	5	5	7	+2
T	5	3	4	+1

Unfortunately, the four students who did not make any gain in the area of reading, actually received more referrals during the remedial program. The comparison chart (Appendix U, p. 111) visibly shows a large increase between the pre and post number of referrals for the first targeted group. Perhaps the goal was a little too high for the pilot program. Nevertheless, the writer was pleased with the results because 55 percent of students increased their reading level substantially.

TARGET GROUP #2: Five classroom teachers

The practicum objective and results for the second target group were:

1. Five classroom teachers will increase their skill level in teaching reading and basic knowledge of reading techniques.

A pre survey (Appendix E, p. 77) will be used to establish the participants' perceptions of their skill level in teaching reading and basic knowledge of reading techniques. All five teachers rated their skill and knowledge level a 3. A post survey (Appendix P, p. 101) will be used to determine the participants' perceptions of their skill level in teaching reading and basic knowledge of reading techniques after they complete the training workshop. The participants are expected to rate their own post survey skills at least a level 5.0 (100 percent) on a 5-point Likert-scale.

RESULTS FOR THE FIRST OBJECTIVE:

Since the workshop was tailored to provide for the training of several reading skills and techniques. The writer had to write a pre and post evaluation survey that would be indicative of the skills acquired in the workshop. A Likert-scale was used for the pre and post surveys. Since the participants were expected to rate their own skills, the Likert-scale was very suitable for the purpose of this project. A 5.0 composite average, 100 percent, for the identified skills was chosen as the acceptable measure of acceptability because all teachers had knowledge of how to teach reading but needed a review in the county's balanced literacy program.

The results of the pre and post surveys were prepared in a comparison chart (Appendix V, p. 113) that represented all of the five classroom teachers of target group two. Each teacher workshop participant received a three ring binder to store workshop handouts from the training. The participants were told that their identity letter would remain as an unknown to the trainers. The following table shows the results of both the pre and post surveys.

Table 5
A Comparison of the Composite Skill
Scores of the Pre and Post Teacher Needs Assessment Surveys

Name	Pre	Post	Effectiveness
Teacher A	3	5	100%
Teacher B	3	5	100%
Teacher C	3	5	100%
Teacher D	3	5	100%
Teacher E	3	5	100%

The teachers were told to rate their own current skill levels on the teacher needs assessment pre survey. In addition, on the post survey, the members were told to rate their skill levels as it related to the skills taught in the training sessions. The comparison chart (Appendix V, p. 113) visibly shows that a dramatic difference can be seen in the bar graph between the pre and post levels for the second target

group. The writer was pleased with the results of the training. The results showed that all five teachers, 100 percent, had met the desired 5.0 composite skill average set by the writer.

Chapter V

Recommendations

The feedback from the teachers at the school for this practicum was extremely positive. The participants were asked to provide written comments to the writer on the post-survey administered the last week of the training session (Appendix P, p. 101)

The writer also received positive feedback from the lead teacher who assisted the writer in coordinating and implementing this practicum. She felt that she had, indeed, made a difference in the lives of the students. Eleven out of twenty students met the objectives. The results were presented at a faculty meeting and will be shared with the intermediate teachers next year.

In addition, the teacher workshop provided the participants with the skills and the self-confidence to reproduce and use the techniques and strategies in their respective work environments. As a result of the pilot program, the SAC (School Advisory Council) voted to hire two reading specialists for the 1999-2000 school year to assist the teachers in teaching reading to the 4th and 5th grade students who are critically low in reading. SWP (School-wide Project) funds will be encumbered to finance the program next year. Future SAC meetings will address the need to have additional reading specialists in all grades. This would provide all students with the needed assistance.

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Appendixes

Appendix A

Teacher Opinion Survey

Teacher Opinion Survey

Assessing Your Situation: please answer the following questions about your class.

1. **What percentage of your students read:**

   above grade level? _____%

   at grade level? _____%

   below grade level _____%

2. How many minutes per day of reading practice time do your students receive at school?

   ____15 minutes ____45 minutes

   ____30 minutes ____60 minutes

3. What percentage of your students need more reading practice time? _____%

4. What percentage of your below average students have received referrals?

   4-8 referrals _____%

   2-4 referrals _____%

   0-2 referrals _____%

Appendix B

STAR Pre/Post Tests

Appendix B

03/03/99

S.T.A.R.
- Summary Report -
CLAIR-MEL ELEMENTARY SCHOOL
TAMPA, FL USA

Grade: 4
Teacher: None
Section:

Start Date: 08/13/98
End Date: 05/27/99
Sorted By: Student Name

Student Name	Grade	Teacher	Test Date	IRL	GE	PR	NCE	ZPD	Rank
Example A, Stude	4	None	03/03/99	1	1.7	1	1.0	1.7- 2.7	3
Example B, Stude	4	None	11/10/98	2	2.4	8	20.4	2.2- 3.2	2
Example C, Stude	4	None	02/10/99	2	2.6	10	23.0	2.4- 3.4	1

Number of Students: 3

Appendix C

Phonics Test

SU

APPENDIX C

PHONICS TEST

Please check the letter if the child says the correct sound.

a_____

b_____

c_____

d_____

e_____

f_____

g_____

h_____

i_____

j_____

k_____

l_____

m_____

n_____

0_____

p_____

q_____

r_____

s_____

t_____

u_____

v_____

w_____

x_____

y_____

z_____

_____/26

Appendix D

Sample Behavior Referral

Appendix D

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY
STUDENT REFERRAL/INCIDENT REPORT

TO: __ Principal's Office
__ Asst. Principal's Office

INCIDENT DATE	For Office Use Only	
	INCIDENT SITE	INCIDENT NUMBER

TO: __ Guidance Office
__ Human Relations
__ School Community Svcs.

STUDENT NAME (Last, First, Middle Initial)	STUDENT NUMBER	HOMEROOM	PERIOD/ TIME	RACE	SEX	GRADES	
						Academic	Citizenship

REFERRED/REPORTED BY:
(Last, First, Middle Initial) _____

1. Teacher/Instructional
2. Substitute Teacher
3. Assistant Principal
4. District Administration
5. Non-Instructional
6. Parent
7. Principal
8. School Resource Officer
9. Student
10. Bus Driver (with Bus # _____)
11. Crimewatch
12. Other _____

ACTIONS TAKEN PRIOR TO REFERRAL (Circle All That Apply)

1. Changed Student's Seat
2. Checked Student's Folder
3. Conf. with Parent/Date_____
4. Conference with Student
5. Detention
6. Lowered Conduct Grade
7. Mediation
8. Referred to A.P./Admin. Asst.
9. Referred to Guidance
10. Referred to Human Relations
11. Sent Report Home
12. Telephoned Parent/Date _____
13. Other _____

REASON FOR REFERRAL: _____

INCIDENT LOCATION (Circle One)

1. Administrative Offices
2. Auditorium
3. Bus Ramp
4. Classroom _____
5. Gym
6. Hallway
7. Library
8. Lunchroom
9. Parking Lot
10. P.E./Playground
11. Rest Room
12. Other (On Campus)
13. School Sponsored Event Off Campus
14. School Sponsored Transportation Bus #_____

INCIDENT CONTEXT (Circle One)

1. During School Hours
2. Non-School Hours (School Sponsored Activity)
3. Non-School Sponsored Activity
4. Unrelated Event

INCIDENT INVOLVEMENT TYPE (Circle One)

1. Student
2. Non-Student
3. Both Student and Non-Student
4. Unknown

CIRCLE ALL THAT APPLY TO THIS INCIDENT

- Alcohol
- Narcotics
- Gang
- Hate Crime
- Firearm
- Firearm Component
- Knife
- Explosive/Poison Gas
- Other Weapons
- Reported to Law Enforcement

INCIDENT TYPE (Circle One)

1. Alcohol
2. Arson
3. Battery
4. Breaking/Entering
5. Disorderly Conduct
6. Fighting
7. Homicide
8. Kidnapping
9. Larceny/Theft
10. Motor Vehicle Theft
11. Narcotics Excluding Alcohol
12. Robbery
13. Sexual Battery
14. Sexual Harassment
15. Sexual Offense
16. Threat/Intimidation
17. Tobacco
18. Trespassing
19. Vandalism
20. Weapons Possession (Incl. Weapons Exp.)
21. Other Major Incidents
51. BUS- Hanging Out of Window
52. BUS- Injurious/Objectionable Articles
53. BUS- Not Silent at R&R Crossing
54. BUS- Throwing Objects
55. Disobedience/Insubordination
56. Disrespectful
57. Disruptive
58. Dress Code
59. Falsification of Records
60. Inappropriate Behavior
61. Left Campus w/o Permission
62. Left Class w/o Permission
63. Non-Compliance with Assigned Discipline
64. Non-Controlled Substance
65. Parking Violations
66. Petty Theft
67. Profanity
68. Skipping Class
69. Tardiness
70. Truancy (All Day)
71. Other Minor Incidents
80. Continuous Disruptive Behavior (Expulsion - Office Use Only)

DISCIPLINARY/REFERRAL ACTION (Circle One) (Office Use Only)

1. **Out-Of-School Suspension**
2. **In-School Suspension**
3. **Suspended Bus Privileges**
4. **Suspended Pending Conference**
5. **Change of Schedule/Teacher**
6. **Change of School**
7. **Conf. with Parent/Date**___ _____
8. **Conference with Student**
9. Corporal Punishment
10. Detention
11. Letter to Parent
12. Loss of Parking Privileges
13. Loss of Privileges
14. Mediation
15. Parent/Guardian Pickup (Delivery)
16. Referred to CST/ SST/FSBT
17. **Referred to Guidance**
18. **Referred to Human Relations/Sch. Comm. Spec.**
19. **Student Placed On Probation**
20. **Telephoned Parent/Date** _____
21. **Timeout**
22. **Work Detail**
23. **Other**

ENTER THE NUMBER OF DAYS SUSPENDED (If Disciplinary/Referral Action 1,2, or 3): _____

CIRCLE ALL THAT APPLY TO THE STUDENT WITHIN THE INCIDENT:

Alcohol	Narcotics	Gang	Hate Crime	Firearm	Firearm Component	Knife	Explosive/ Poison Gas	Other Weapons	Referred for Expulsion/ Change of Placement	Manifestation Hearing

DISCIPLINARY ACTION TAKEN BY (Circle One):

1. **Principal**
2. **Assistant Principal**
3. Administrative Resource Teacher
4. ESE Coordinator
5. School Board/Superintendent
6. **Other**

COMMENTS AND FOLLOW-UP: _____

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Appendix E

Teacher Needs Assessment Pre Survey

APPENDIX E

Teacher Needs Assessment Pre Survey

Please check the appropriate answer:

1. What skills do you teach on a daily basis?

Shared Reading ___ Guided Reading ___ Independent Reading ___

Phonemic Awareness ___ Teacher Read Aloud ___

2. Of the following skills, which have you received training in?

Shared Reading ___ Guided Reading ___ Independent Reading ___

Phonemic Awareness ___ Teacher Read Aloud ___

3. On a scale of 1-5, how do you rate your knowledge of the above skills?

1 2 3 4 5

4. If you were offered training in these skills, would you be willing to dedicate one hour a week to increase your knowledge base?

Yes ___ No___

5. Is it important to update your knowledge of these reading skills ?

Yes ___ No ___

Appendix F

Sample

Accelerated Reader Student At-Risk Report

03/03/99 Accelerated Reader Page 1

At-Risk Report

CLAIR-MEL ELEMENTARY SCHOOL - TAMPA, FL USA

Start Date: 08/13/98
End Date: 03/03/99
Sort Order: Last Name

Points Earned At Risk: 1/2 of median
* = Trouble value
@ = Includes tests without reading levels

Student Name	At Risk Codes	Tests Pass	Tests Taken	Avg % Right	Points Earned	Points Possible	Avg Read Level
EXAMPLE, STUDENT A.....	A.....	0	0	0.0	0.0	0.0	0.0
EXAMPLE, STUDENT B.....	.....	8	9	91.1	3.9	4.5	1.7
EXAMPLE, STUDENT C.....	..C..F	0	1	40.0*	0.0*	0.5	0.0
Report Totals		8	10	65.6	3.9	5.0	0.8

*** Summary ***

Median of points earned.....	0.0
Total number of students.....	3
Number of students at risk.....	2 (66.7%)

Cat	# Stu	Description
A	1	No tests taken during period
B	0	Low average percent right
C	1	Very low average percent right
D	0	Low points earned
E	0	Low percent right with above median points
F	1	Very low percent right with above median points

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Appendix G

Balanced Literacy Curriculum

BALANCED LITERACY PROGRAM

PHONICS

PHONEMIC AWARENE

GUIDED READING

READ-A-LOUD

SHARED READING

SILENT/ INDEPENDEN READING

GUIDED/ SHARED WRITING

INDEPENDEN WRITING

Appendix H

Sample Behavior Log

APPENDIX H

DISCIPLINE RECORD

DATE	OFFENSE	PERSON INITIATING REFERRAL INDICATE SEX/RACE/POSITION	PERIOD	ACTION TAKEN

(RETAIN THIS INFORMATION FOR 3 YEARS)

Appendix I

Reading Remedial Schedule

Schedule: Molitsanti

4-5 Remedial Reading Instruction Class

Phonics
Shared Reading
Comprehension practice
Read aloud (8:15-9:00)

(9:00-10:00)
Guided
Reading ← Daily
Activities

(10:00-10:30)
Independent
Reading

Planning Period

Lunch

	Monday	Tuesday	Wednesday	Thursday	Friday
11:30	Fuse Marrs	Fuse Marrs	Fuse Marrs	Fuse Marrs	Pull-out Smith
12:00	Pull-out Tondreau A	Pull-out Tondreau B/ Samter	Pull-out Tondreau A	Pull-out Tondreau B/ Samter	AR Mgt Block
12:45	Pull-out Skaggs A	Pull-out Skaggs B	Pull-out Skaggs A	Pull-out Skaggs B	AR Mgt Block
1:00	Pull-out Granville	Pull-out Granville	Pull-out Brown	Pull-out Brown	AR Mgt Block
1:30	Pull-out Weter A	Pull-out Weter B	Pull-out Weter A	Pull-out Weter B	AR Mgt Block

Appendix J

First Day's Agenda

APPENDIX J

First Day's Agenda

1. Welcome!

2. Sign-In!

3. Goals!

4. Expectations!

5. Distribute notebooks!

6. Balanced Literacy Curriculum!

7. Schedule distributed

8. Question & Answer session!

Appendix K

Teacher Workshop Schedule

APPENDIX K

Teacher Workshop Schedule

Session I
The writer and instructor meet to plan all sessions

Session 2
The writer and instructor meet with teachers to review goals, schedule, expectations, assessment, and inservice pts.

Session 3

Guided Reading

Session 4

Guided Reading

Session 5

Shared Reading

Session 6

Shared Reading

Session 7

Independent Reading

Session 8

Independent Reading

Session 9

Visitations

Session 10

Phonemic Awareness

Session 11

Comments, concerns discussed.

Session 12

Post-survey

Appendix L

Workshop Goals

APPENDIX L

Workshop Goals

1. To increase teacher skill level in a balanced literacy curriculum, which includes:

    a. Guided Reading

    b. Shared Reading

    c. Independent Reading

    d. Phonemic Awareness

2. To offer leadership and guidance to teachers who will provide support to a group of remedial students.

3. To increase word identification instruction that teaches students to use word word recognition strategies tha integrate meaning and context cues, phonic cues, structure cues, and analogy strategies.

Appendix M

Balanced Literacy Handouts

HILLSBOROUGH COUNTY SCHOOLS
Elementary Education
Language Arts and Reading

"PHONICS: DO WE OR DON'T WE?"

The answer is - YES - we do. The question is not if we teach phonics but how we teach it so that it is meaningful. Successful readers view reading as an interactive, meaning-gaining process. Graphophonics is one of the necessary cueing systems that successful readers use to enable them to read words. This system can not be ignored. However, the semantic and syntactic cueing systems need to be in place so that phonics will make sense. Sounds need to connect with letters in real words and in real sentences so that children see the purpose of letter/sound relationships.

Phonics instruction is one part of effective word identification instruction that

- establishes the function of print for students.
- builds familiarity with letters and sounds.
- builds awareness of the relationship between letters and sounds (phonemic awareness).
- teaches letter/sound associations and connects them to words in real sentences, stories, and books.
- teaches common word patterns and word families as a strategy for predicting new words.
- uses writing and spelling to reinforce word recognition skills and strategies.
- engages students in "word-making" activities (e.g. word charts, framing, letter/sound books, sound charts).
- uses word walls.
- teaches word recognition strategies that integrate meaning and context cues, phonics cues, language structure cues, and analogy strategies.
- provides modeling of how to use the cueing systems and strategies during shared and guided learning experiences in reading, writing, and spelling.
- encourages frequent opportunities for students to read and write to extend skills and strategies as well as to build fluency and proficiency.
- provides many rereading opportunities to strengthen all of the cueing systems.

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COMPONENT	PURPOSE	TEACHER'S ROLE	PRINT	GROUPING	TIME
GUIDED READING *"...heart of the language program... powerful modeling and learning strategy."*	• Develop, practice, and reinforce skills of literacy in the context of actual reading • Monitor/guide development of print concepts • Monitor/guide students' use of cueing systems and reading strategies • Develop individual child's competence in reading • Connect literature with student's experiences • Provide opportunity for student response • Enable student to feel capable and confident in reading	• Observes, monitors, and facilitates student's successful development of print concepts, use of cueing systems, and use of reading strategies • Decides on focus: behaviors to be established, what needs to be practiced, what needs demonstration and development • Selects new book to match student's needs and focus • (Prior to 1st reading): Sets scene, builds background experiences, and has students make predictions about book to be read • (1st reading): Teacher observes while students read, has students informally discuss story after students read, and intervenes only if necessary • (2nd reading): Students read independently while teacher observes and intervenes only if needed • Teaches specific skill or strategy • Provides opportunities for students to verbalize concepts of print, use of cueing systems, and use of reading strategies, • Has students retell story in own words and answer questions about the story	• Text matched carefully to the reader's needs and interests • Must support child and promote success • Text that reflects instructional level of individual student (90-95% of words known by student)	• Small group (4-6) • Grouped by common need • Flexible grouping	• 2-3 times per week • 15-30 minutes depending on age of students and their needs • Daily for students needing intensive reading instruction
INDEPENDENT SELF-SELECTED READING *"...reading ability improves when children have an opportunity to read frequently."* *"Reading achievement is directly related to the amount of reading children do..."*	• Provide opportunity for student t take control of the reading process by self-selecting books to read • Provide opportunity for students to apply strategies they have been learning • Increase student's attention span • Increase enjoyment of reading	• Sets aside time every day for independent, self-selected reading • Provides for silent or "out loud" reading depending on students' developmental needs	• Library corner should include: - books shared during shared reading - read alouds - favorite books - student-made books - poetry - books from guided reading - trade books - magazines - brochures - newspaper - menus - schedules - non-fiction materials	• Independent	• Daily • 10-20 minutes at primary • 20-25 minutes at intermediate

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STRATEGY CARDS

LOOK at the beginning sound.

dog or puppy

LOOK at the ending sound.

dog or puppy

MAKE SENSE?

YES

YES? ?

!

! NO

? NO

LOOK

AT PICTURES

SOUND RIGHT?

YES ?

YES?

!

! NO

? NO

LOOK

RIGHT?

BOY - DOG?

GUESS

? ? ? ? ?

? ? ? ?

Were you right?

CHUNK

words

104

TRY IT AGAIN

The brown dog licked the boy's face.

READ _____ READ

The dog _____ at me.
(barked)

105

Appendix N

Student Feedback Form

APPENDIX N

FEEDBACK FORM

Student Name_____ Week _____

.....

Please sign that you have reviewed this form with the child. Return form to pull-out teacher.

Phonemic Awareness _____ /26

Reading Level _____

Behavior _____

Teacher's signature _____

Parent's signature _____

.....

FEEDBACK FORM

Student Name_____ Week_____

.....

Please sign that you have reviewed this form with the child. Return form to pull-out teacher.

Phonemic Awareness _____/26

Reading Level _____

Behavior _____

Teacher's signature _____

Parent's signature _____

Appendix O

Teacher Visitation Schedule

APPENDIX O

Teacher Visitation Schedule

Please follow the designated schedule.

8:30	Teachers visit classroom A
9:00	Teachers visit classroom B
9:30	Teachers visit classroom C
10:00	Teachers visit classroom D
10:30	Teachers visit classroom E

Appendix P

Teacher Needs Assessment Post Survey

APPENDIX P

Teacher Needs Assessment Post-Survey

Please answer the following questions:

1. What were the high points of the workshop?

---

2. In which of the following areas did you gain knowledge?

Shared Reading _____ Guided Reading_____

Independent Reading____ Phonemic Awareness_____

3. On a scale of 1-5, please rate your knowledge gained in the different reading skills. (5 being the best)

Guided Reading_____ Shared Reading_____ Independent Reading_____

Phonemic Awareness_____

4. How would you rate the workshop? (5 being the best)

1 2 3 4 5

5. Were the visitations helpful?

Yes _____ No _____

5. Were the handouts relevant?

Yes _____ No _____

Appendix Q

Mid-Project Evaluation

Appendix Q

Mid-Project Evaluation

Name

1. How would you rate the training so far?

Very Good Good Fair

2. Were the classrooms visitations useful?

---

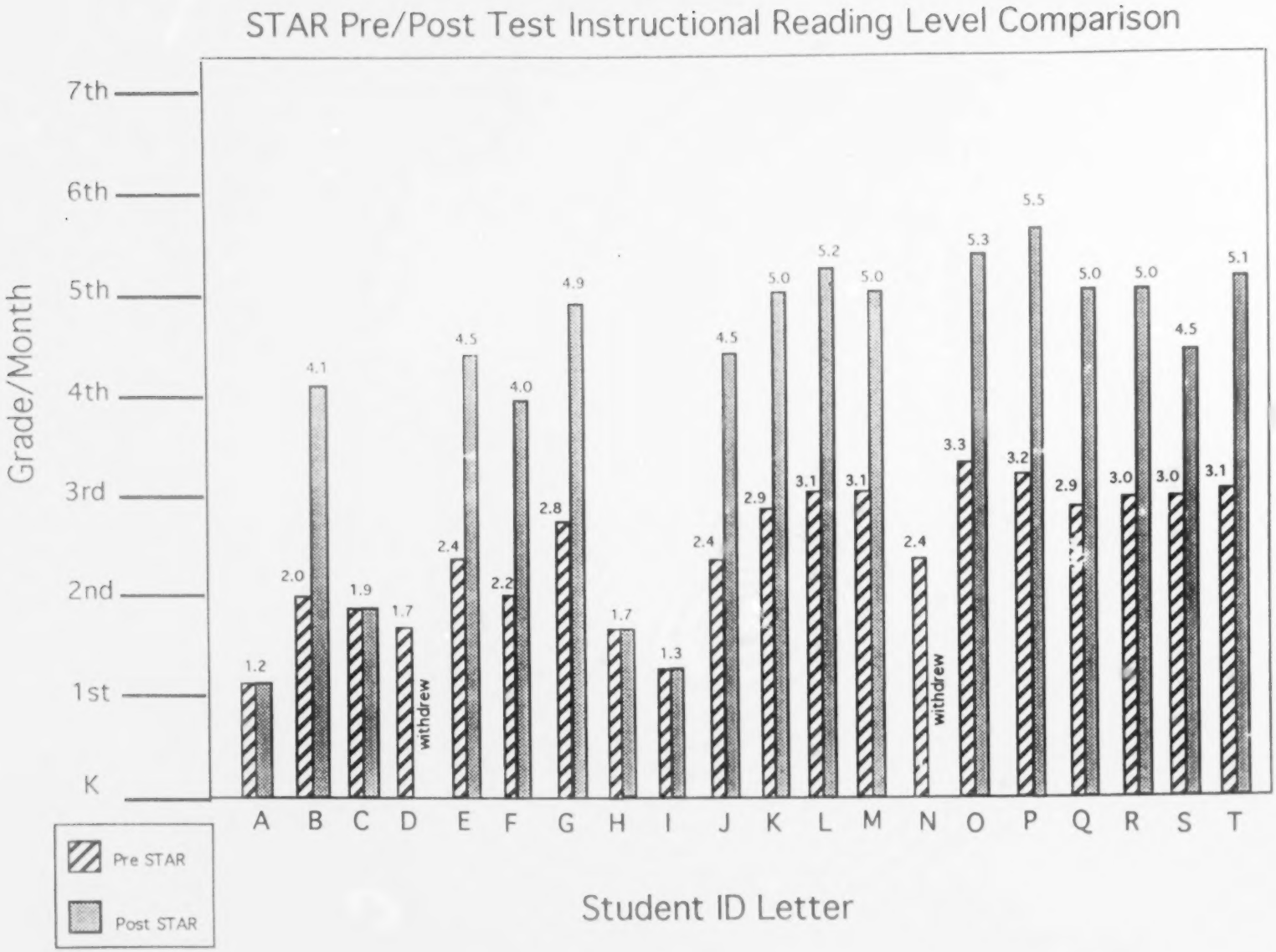
3. What would you like to see more of during this training?

---

4. Comments & Questions:

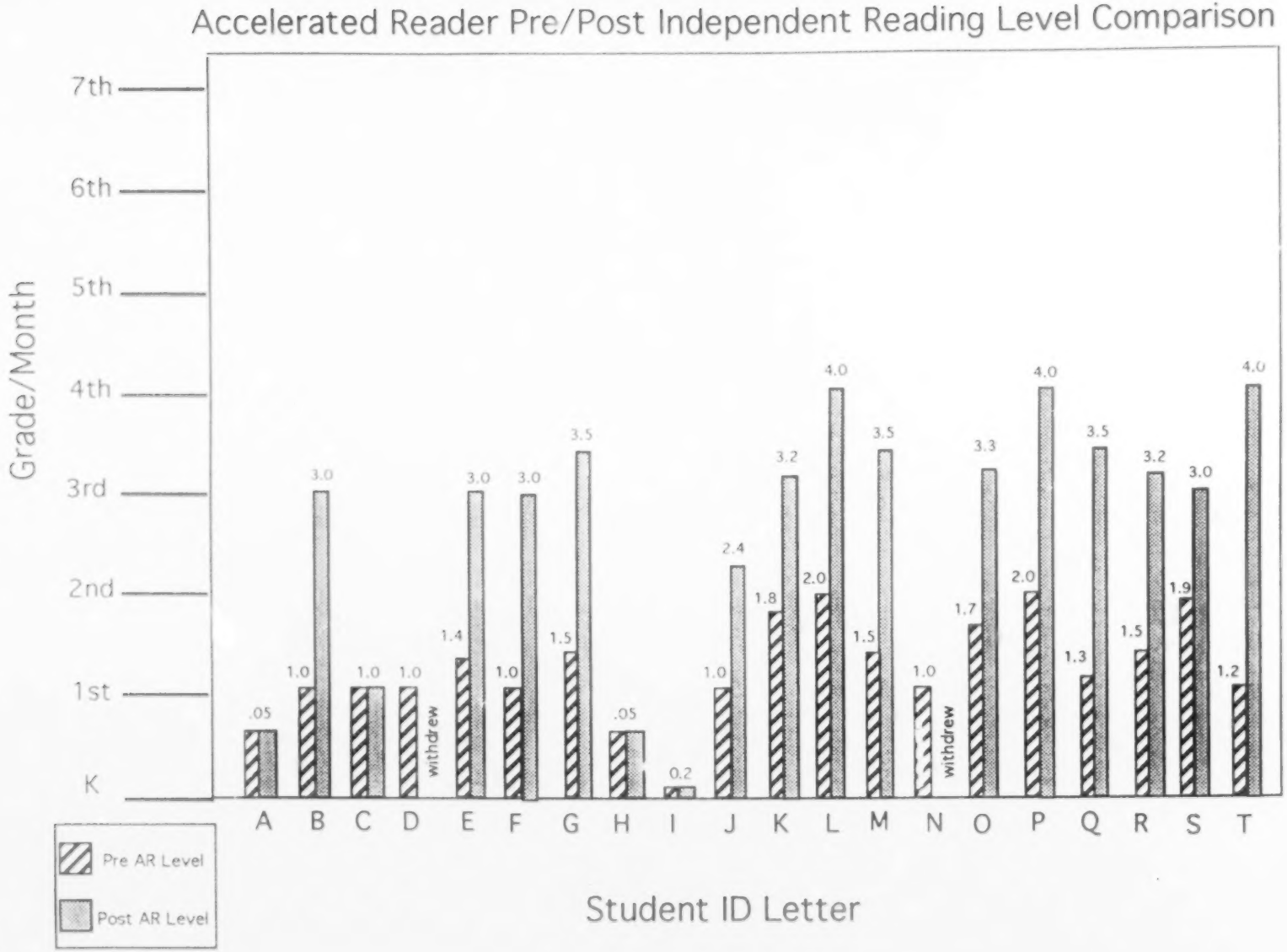
Appendix R

STAR Pre/Post Test Instructional
Reading Level Comparison


STAR Pre/Post Test Instructional Reading Level Comparison
Grade/Month
7th
6th
5th
4th
3rd
2nd
1st
K
A 1.2 2.0
B 2.0 4.1
C 1.9 1.9
D 1.7 withdrew
E 2.4 4.5
F 2.2 4.0
G 2.8 4.9
H 1.7 1.7
I 1.3 1.3
J 2.4 4.5
K 2.9 5.0
L 3.1 5.2
M 3.1 5.0
N 2.4 withdrew
O 3.3 5.3
P 3.2 5.5
Q 2.9 5.0
R 3.0 5.0
S 3.0 4.5
T 3.1 5.1
Pre STAR
Post STAR
Student ID Letter

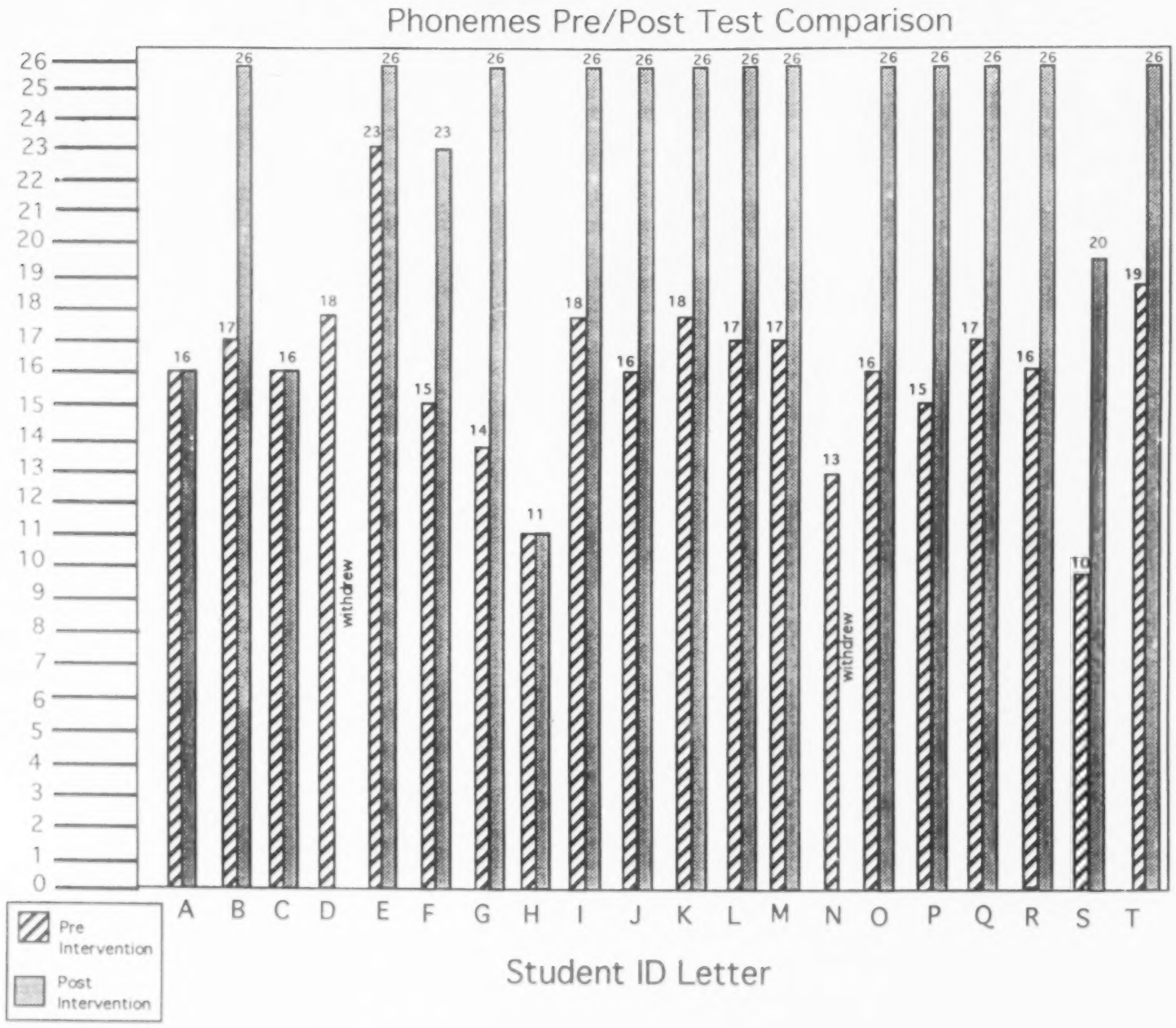
Appendix S

Accelerated Reader Pre/Post Independent
Reading Level Comparison


Accelerated Reader Pre/Post Independent Reading Level Comparison
Grade/Month
7th
6th
5th
4th
3rd
2nd
1st
K
.05
1.0
3.0
1.0
1.0
withdrew
1.4
3.0
1.0
3.0
1.5
3.5
.05
0.2
1.0
2.4
1.8
3.2
2.0
4.0
1.5
3.5
1.0
withdrew
1.7
3.3
2.0
4.0
1.3
3.5
1.5
3.2
1.9
3.0
1.2
4.0
A B C D E F G H I J K L M N O P Q R S T
Pre AR Level
Post AR Level
Student ID Letter

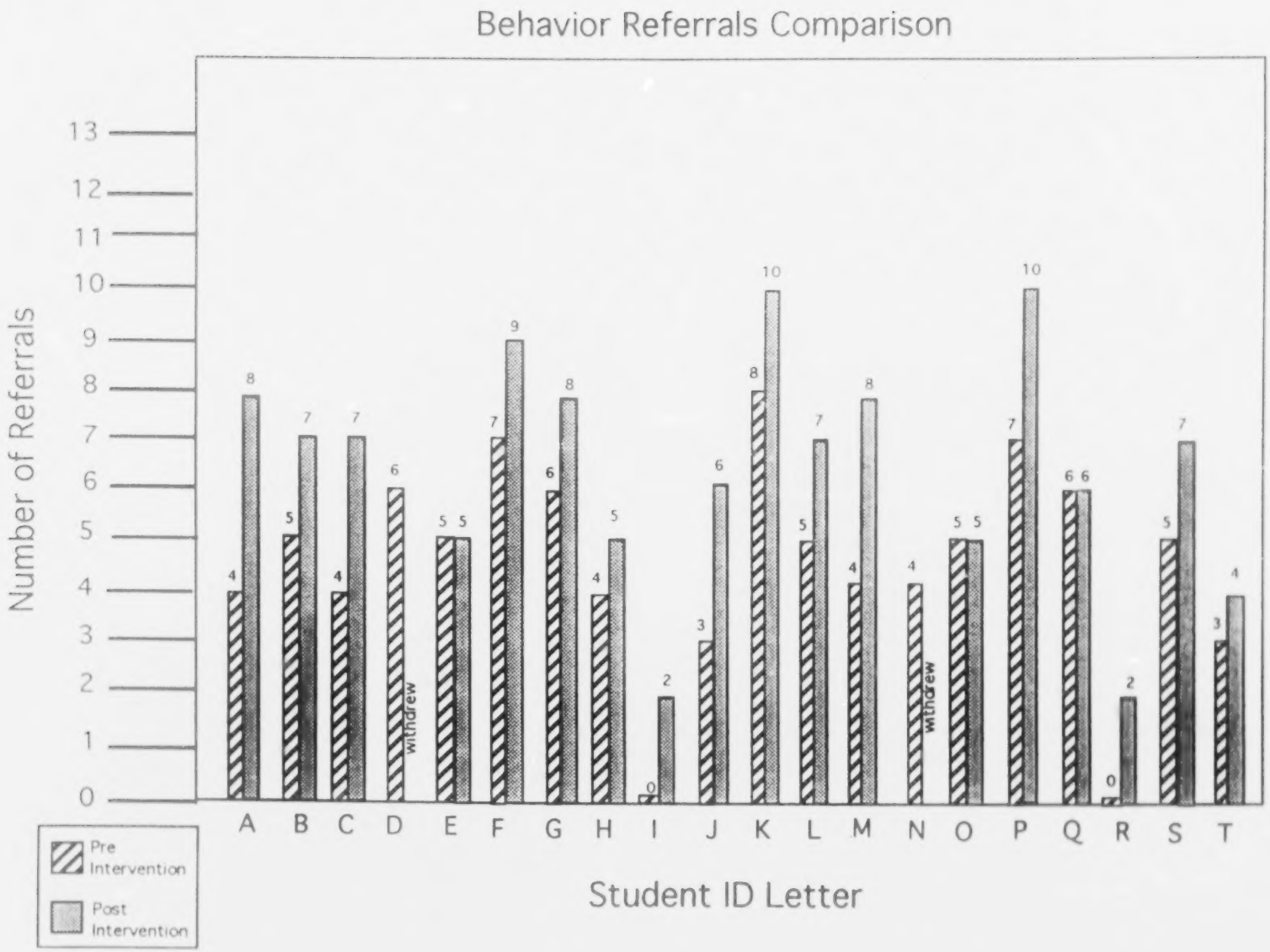
Appendix T

Phonemes Pre/Post Test Comparison


Phonemes Pre/Post Test Comparison
Number of Referrals
Student ID Letter
Pre Intervention
Post Intervention
withdrew
withdrew
A B C D E F G H I J K L M N O P Q R S T
16 17 16 18 23 15 14 11 18 16 18 17 17 13 16 15 17 16 10 19
26 26 26 26 23 26 26 18 26 26 26 26 26 26 26 26 26 20 26

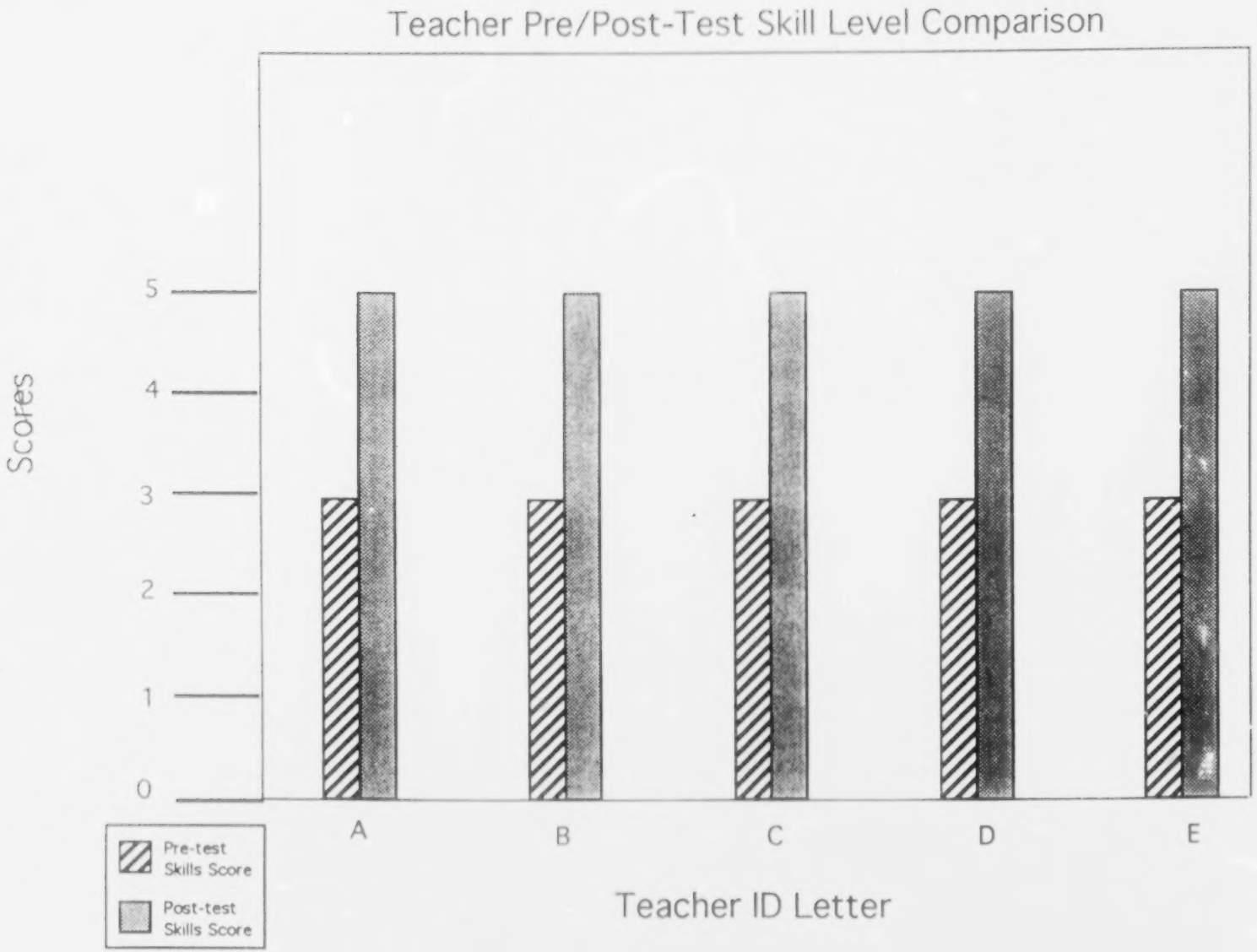
Appendix U

Behavior Referrals Comparison


Behavior Referrals Comparison
Number of Referrals
0
1
2
3
4
5
6
7
8
9
10
11
12
13
A B C D E F G H I J K L M N O P Q R S T
4 8
5 7
4 7
6
withdrew
5 5
7 9
6 8
4 5
0 2
3 6
8 10
5 7
4 8
4
withdrew
5 5
7 10
6 6
0 2
5 7
3 4
Pre Intervention
Post Intervention
Student ID Letter

Appendix V

Teacher Pre/Post-Test
Skill Level Comparison


Teacher Pre/Post-Test Skill Level Comparison
Scores
5
4
3
2
1
0
A
B
C
D
E
Teacher ID Letter
Pre-test Skills Score
Post-test Skills Score